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ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

A STATE COLLEGE FOR TEACHERS

The Normal School Quarterly

Containing the Seventy-Third

ANNUAL CATALOG

With Announcements for 1931-1932

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UNIVERSITY FACULTY
STAFF OF ADMINISTRATION
1930-1931

- HARRY ALVIN BROWN, A.M., Ed.D., President of the University.
- HERMAN HENRY SCHROEDER, A.M., Dean of the Teachers College and Director of the Summer Quarter.
- MANFRED J. HOLMES, Acting Dean of the Teachers College, Second Summer Term.
- EDWIN ARTHUR TURNER, A.M., Superintendent of Student Teaching.
- RALPH W. PRINGLE, A.M., Principal of the University High School.
- CHRISTIAN EDWARD HARPSTER, Ed.B., Principal of the University Elementary School.
- MAY GOODWIN, Ed.B., Principal of the Cooperating Elementary School at the Illinois Soldiers Orphans Home.
- RALPH HARLAN LINKINS, A.M., Dean of Men.
- OLIVE LILLIAN BARTON, A.M., Dean of Women.
- RACHEL MERRILL COOPER, M.D., University Physician and Director of Student Health Service.
- CHARLES ERNEST DECKER, A.M., Director of the Division of Secondary Education.
- FRANK WILLIAM WESTHOFF, Director of the Division of Music Education.
- ADNAH CLIFTON NEWELL, B.S., Director of the Division of Industrial Education.
- ARTHUR ROWLAND WILLIAMS, A.M., Director of the Division of Commerce Education
- CLYDE WHITTAKER HUDELSON, A.M., Director of the Division of Agricultural Education
- FRED S. SORRENSEN, Ph.D., Director of the Division of Speech Education.
- LINDER WILLIAM HACKER, A.M., Director of the Division of Rural Education.
- RUBERTA NORCOTT SMITH, A.M., Director of the Division of Elementary Education.
- CLIFFORD EMORY HORTON, A.M., Director of the Division of Health and Sports Education.
- JESSIE EULALIA RAMBO, A.M., Director of the Division of Home Economics Education.

MARGARET MURRAY BARTO, A.M., Director of Physical Education for Women.

FLORENCE TILTON, A.M., Director of the Division of Art Education.

CLARENCE ORR, A.M., Director of University Extension Service.

BESSIE IRENE HIBARGER, Ed.B., Rural Supervisor.

ELEANOR WEIR WELCH, A.M., Head Librarian.

HARRIET JOSEPHINE BERNINGER, A.M., Director of Correspondence Study.

ELSIE BRENNEMAN, Ed.B., Registrar.

FERNE MODELL MELROSE, Ed.B., Recorder.

JENNIE ALMA WHITTEN, A.M., House Mother of Fell Hall.

ETHEL F. KENDALL, Ph.B., Dietitian.

GRACE REBECCA SHEA, R.N., University Nurse.

RANDOLPH D. MARSH, Business Manager.

RUTH E. VOORHEES, Audit Clerk.

JENNIE AMSBARY JOHNSON, Financial Secretary.

FLORA PENNELL DODGE, Secretary to the President.

DOROTHY WILLARD KING, Assistant Secretary to the President.

LOTTIE V. BOUNDY, Secretary to the Dean of the Teachers College.

GLEN H. OBOURN, Secretary to the Dean of Men.

EDNA BELL SLUDER, Secretary to the Dean of Women.

ANNA F. STAKER, Secretary to the University Physician.

LORENE M. MEEKER, Secretary to the Director of the Training School.

LOUISE K. STRETCH, Secretary to the Registrar.

RUTH HENLINE, B.S., Ed.B., Manager of the Textbook Library.

HAZEL VOORHEES, Mimeograph Operator.

FERNE A. ROSEMAN, Telephone Operator.

HERMAN C. MEAD, Chief Engineer.

WILLIAM A. RICE, Superintendent of Buildings.

CARL J. REIN, Superintendent of Grounds.

STAFF OF INSTRUCTION

1930-1931

HARRY ALVIN BROWN, Ed.D., President of the University.

A.B., Bates College, 1903; A.B., University of Colorado, 1907; A.M., 1923; Ed.D., Bates College, 1925; Ed.D., Miami University, 1925.

TEACHERS COLLEGE

HERMAN HENRY SCHROEDER, A.M., Dean of the Teachers College and Professor of Education; Director of the Summer Quarter.

Ph.B., Cornell College, 1900; A.M., University of Chicago, 1927.

HOWARD WILLIAM ADAMS, M.S., Professor of Chemistry.

B.S., Iowa State College, 1899; Graduate Student, University of Chicago, 1901-1902; Graduate Student, Armour Institute of Technology, Summer Session, 1906; Graduate Student, University of Chicago, Summer Terms, 1922 and 1923; M.S., 1923.

WILLIAM ANDREW LAWRENCE BEYER, A.M., Professor of Political Science.

A.B., Ohio State University, 1906; A.M., 1908; Graduate Student, University of Chicago, Summer Quarter, 1908; Graduate Student, Columbia University, 1908-1909.

ROBERT GUY BUZZARD, Ph.D., Professor of Geography.

Diploma, Illinois State Normal University, 1914; B.S., University of Chicago, 1916; M.S., 1917; Ph.D., Clark University, 1925.

J. ROSE COLBY, Ph.D., Professor of Literature.

A.B., University of Michigan, 1878; A.M., 1885; Ph.D., 1886.

MANFRED JAMES HOLMES, B.L., Professor of Education and Acting Dean of the Teachers College, Second Summer Term.

Diploma, State Normal School, Winona, Minnesota, 1885; B.L., Cornell University, 1891; Graduate Student, University of Chicago, Summer Term, 1908.

CLIFFORD NEWTON MILLS, A.M., Professor of Mathematics.

B.S., Franklin College, 1910; Graduate Student, Indiana University, Summer Sessions, 1910 and 1912, and 1913-1914; A.M., 1914; Graduate Student, University of Michigan, Summer Session, 1922, and 1928-1929.

ADNAH CLIFTON NEWELL, B.S. in E.E., Director of the Division of Industrial Education and Professor of Industrial Education.

B.S. in E.E., University of Michigan, 1892; Student, Bay View Summer University, Summer Sessions 1895 and 1903; Graduate Student, Teachers College, Columbia University, Summer Sessions 1896 and 1911, Student, Part-Time, Cummings Art School, Des Moines, Iowa, 1909-1910.

GEORGE MERIT PALMER, A.M., Professor of English.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1908; A.M., 1909; Graduate Student, University of Illinois, 1909-1911.

HARVEY ANDREW PETERSON, Ph.D., Professor of Psychology.

A.B., University of Chicago, 1897; A.M., Harvard University, 1900; Ph.D., University of Chicago, 1909.

RUBERTA NORCOTT SMITH, A.M., Director of the Division of Elementary Education and Professor of Education.

Diploma, State Normal School, Plymouth, New Hampshire, 1913; B.S., Teachers College, Columbia University, 1924; A.M., 1925.

OLIVE LILLIAN BARTON, A.M., Dean of Women and Associate Professor of Social Psychology.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1905; A.M., University of Chicago, 1930.

GEORGE HENRY BRINEGAR, A.M., Associate Professor of Education.

A.B., Iowa State Teachers College, 1915; A.M., State University of Iowa, 1916; A.M., Columbia University, 1923.

CLARENCE LEROY CROSS, M.S., Associate Professor of Physics.

B.S., State Teachers College, Emporia, Kansas, 1919, Graduate Student, Cornell University, Summer Session, 1923; Graduate Student, State University of Iowa, 1924-1925; M.S., 1925.

CHARLES ERNEST DECKER, A.M., Director of the Division of Secondary Education and Associate Professor of Education.

Diploma, Nova Scotia Normal College, 1902; A.B., Aurora College, 1914; A.M., University of Wisconsin, 1919; Graduate Student, University of Wisconsin, Summer Sessions, 1919, 1920, 1921, 1922, and 1923; Graduate Student, New York University, 1929-1930

LINDER W. HACKER, A.M., Director of the Division of Rural Education and Associate Professor of Education.

Diploma, Illinois State Normal University, 1916; Ed.B., 1922; A.M., State University of Iowa, 1927.

CHARLES ATHIEL HARPER, A.M., Associate Professor of History.

Diploma, Southern Illinois State Normal University, 1914; B.S., University of Illinois, 1922; Graduate Student, University of Illinois, Summer Sessions, 1915, 1916, 1917, 1918, 1922, and 1922-1923; A.M., 1923; Graduate Student, University of Illinois, summer session, 1923, Part-time, 1929-1930.

CLIFFORD EMORY HORTON, A.M., Director of the Division of Health and Sports Education and Associate Professor of Sports Education.

B.P.E., Springfield Y.M.C.A. College, 1919, A.M., Clark University, 1923; Graduate Student, University of California, Summer Session, 1929.

CLYDE WHITTAKER HUDELSON, M.S., Director of the Division of Agricultural Education and Associate Professor of Agriculture.

B.S., University of Illinois, 1913; M.S., 1914; Diploma, Western Illinois State Teachers College, 1917.

JOHN A. KINNEMAN, A.M., Associate Professor of Sociology.

Diploma, State Normal School, West Chester, Pennsylvania, 1914; A.B., Dickinson College, 1921; Graduate Student, University of Pennsylvania, Part-time, 1921-1923; A.M., 1923; Graduate Student, University of Pennsylvania, Part-time, 1924-1927; Graduate Student, University of Chicago, Summer Terms, 1929 and 1930.

ERNEST M. R. LAMKEY, Ph.D., Associate Professor of Botany.

A.B., University of Illinois, 1913; A.M., 1914, Ph.D., 1916.

RALPH HARLAN LINKINS, A.M., Dean of Men and Associate Professor of Zoology.

A.B., Illinois College, 1912; A.M., University of Illinois, 1914; Graduate Student, University of Illinois, 1914-1917.

CONSTANTINE FRITTIOF MALMBERG, Ph.D., Associate Professor of Psychology.

A.B., Bethany College, 1903; Graduate Student, Columbia University, 1906-1907; Graduate Student, Yale University, 1907-1908; Graduate Student State University of Iowa, 1911-1913, and Summer Session, 1914; Ph.D., 1914.

CLARENCE ORE, A.M., Associate Professor of Education (Extension) and Director of University Extension Service.

A.B., University of Illinois, 1914; A.M., 1928; Graduate Student, State University of Iowa, Summer Quarters, 1929 and 1930.

JESSIE EULALIA RAMBO, A.M., Director of the Division of Home Economics Education and Associate Professor of Home Economics Education.

Diploma, Illinois State Normal University, 1902; A.B., University of Illinois, 1908; A.M., Teachers College, Columbia University, 1922.

FRED S. SORRENSEN, Ph.D., Director of the Division of Speech Education and Associate Professor of Speech.

Diploma, State Teachers College, Mt. Pleasant, Michigan, 1909; A.B., Mt. Morris College, 1912; A.M., University of Michigan, 1914; Graduate Student, University of Michigan, 1914-1915; Student, Columbia College of Expression, 1915-1916; B.E., 1916; Graduate Student, University of Michigan, 1925-1926 and Summer Session, 1927, Ph.D., 1928; Graduate Student, Teachers College, Columbia University, Summer Sessions, 1918, 1928, 1929, 1930; Graduate Student, Harvard University, Summer Session, 1919; Graduate Student, University of Chicago, Summer Session, 1922.

FRANK WILLIAM WESTHOFF, Director of the Division of Music Education and Associate Professor of Music Education.

Extensive private study of music.

ARTHUR ROWLAND WILLIAMS, A.M., Director of the Division of Commerce Education and Associate Professor of Commercial Education.

A.B., Kenyon College, 1901; A.M., 1903; Chartered Accountant, Ontario, 1909; Graduate Student, University of Chicago, Summer Term, 1913.

HARRY FRANKLIN ADMIRE, Assistant Professor of Accounting.

Student, Valparaiso University, 1907-1908; Diploma, Brown's Business College, Terre Haute, Indiana, 1913; Student, Illinois State Normal University, Part-time, 1927-1931.

MARION CAMPBELL ALLEN, B.A.E., Assistant Professor of Art.

Student, Pratt Institute, 1914-1915; Student, Chicago Academy of Fine Arts, 1915-1917; Student, Chicago Art Institute, 1925-1926; Student, University of Chicago, 1926-1927; B.A.E., Chicago Art Institute, 1927.

EDITH IRENE ATKIN, A.M., Assistant Professor of Mathematics.

Diploma, Michigan State Normal College, 1896; A.B., University of Michigan, 1904, A.M., Teachers College, Columbia University, 1926; Graduate Student, Columbia University, Summer Session, 1926.

MARGARET MURRAY BARTO, A.M., Assistant Professor of Physical Education and Director of Physical Education for Women.

A.B., University of Illinois, 1918; A.M., Teachers College, Columbia University, 1919; Graduate Student, Teachers College, Columbia University, Summer Session, 1919; University of Wisconsin, Summer Sessions, 1922, 1923, and 1924.

HARRIETT JOSEPHINE BERNINGER, A.M., Assistant Professor and Director of Home Study by Correspondence.

A.B., University of Illinois, 1915; Graduate Student, University of Illinois, Part-Time, 1914-1915, Summer Session, 1915, Part Time, 1915-1917, Summer Sessions, 1928 and 1929; A.M., 1917.

ANNA M. BLAKE, B.S., Assistant Professor of Biology.

Diploma, Illinois State Normal University, 1907; B.S., University of Chicago, 1915; Graduate Student, University of Chicago, Summer Session, 1915.

BLAINE BOICOURT, B. Mus. Ed., Assistant Professor of Music.

Student, Cincinnati Conservatory of Music, 1902-1903; Diploma, Southern Illinois State Normal University, 1917; Diploma, American Institute of Normal Methods, 1922; B. Mus. Ed., Northwestern University, 1930.

RICHARD GIBBS BROWNE, A.M., Assistant Professor of Economics.

Diploma, Southern Illinois State Normal University, 1919; A.B., University of Illinois, 1922; Graduate Student, University of Illinois, Summer Sessions, 1925, 1926, 1927, and First Semester, 1927-1928; A.M. (February) 1928, Graduate Student, University of Illinois, Second Semester, 1927-1928; Graduate Student, University of Chicago, Summer Term, 1928.

MARY ELIZABETH BUELL, A.M., Assistant Professor of Home Economics.

Diploma, Thomas Normal Training School, 1911; Ph.B., University of Chicago, 1919; A.M., Teachers College, Columbia University, 1926.

KATHERINE ELIZABETH CARVER, A.M., Litt.D., Assistant Professor of Latin.

A.B., Valparaiso University, 1896; Litt.D., 1920; A.B., Cornell University, 1909; A.M., University of Chicago, 1922; Graduate Student, University of Chicago, Summer Terms, 1922 and 1923.

ELMER WARREN CAVINS, Assistant Professor of English.

Diploma, Illinois State Normal University, 1892; Student, Illinois Wesleyan University, Part Time, 1893-1894; Student, University of Chicago, Part Time, 1895-1896.

JOSEPH T. COGDAL, A.B., Assistant Professor of Sports Education.

A.B., James Millikin University, 1921; Student, University of Illinois, Summer Sessions, 1923, 1925 and 1926; Student, Northwestern University, Summer Sessions, 1927 and 1928.

ANNETTA BELLE COOPER, Ed.B., Assistant Professor of Home Economics.

Diploma, Illinois State Normal University, 1898; Ed.B., 1911; Student, Stout Institute, Summer Session, 1914; Graduate Student, Teachers College, Columbia University, Summer Session, 1922; Graduate Student, Iowa State Teachers College, Summer Session, 1930.

RACHEL MERRILL COOPER, M.D., Assistant Professor of Health Education and Director of University Health Service.

M.D., University of Illinois, 1906; Graduate Student, Women's and Children's Hospital, Chicago, 1917-1918; Graduate Study, New York Post Graduate Medical School, 1924; Graduate Study, Washington University Medical School, 1925.

MABEL PERCIE CROMPTON, M.S., Assistant Professor of Geography.

Diploma, Illinois State Normal University, 1920; Ed.B., 1922; M.S., University of Chicago, 1924; Graduate Student, University of Chicago, Summer Terms, 1924, 1929, and 1930.

ALVA WILLIAM DRAGOO, M.S., Assistant Professor of Industrial Arts.

Ed. B., Illinois State Normal University, 1922; M.S., Iowa State College, 1930.

MARGERY ALICE ELLIS, A.M., Assistant Professor of French.

Ph.B., University of Chicago, 1921; Graduate Student, University of Paris, 1921-1922; Certificat d' Etudes francaises, University of Paris, 1922; Graduate Student, Part Time, Ecole Normale de Seine et Oise, France, 1921-1922; Graduate Student, University of Chicago, Part Time, 1923-1925; Graduate Student, University of Chicago, 1926-1927; A.M., 1927; Student, Institut Phonétique, University of Paris, Summer Session, 1929; Diploma, 1929.

ELINOR BERTHA FLAGG, M.S., Assistant Professor of Mathematics.

Diploma, Eastern Illinois State Teachers College, 1919; B.S., University of Illinois, 1921; M.S., University of Illinois, 1922; Graduate Student, Oxford University, England, Summer Session, 1928; Graduate Student, University of Chicago, Summer Session, 1930.

KENYON SCOTT FLETCHER, B.S., Assistant Professor of Industrial Arts.

B.S., Stout Institute, 1929.

RALPH WALDO FOGLER, M.S., Assistant Professor of Chemistry.

B.S., University of Illinois, 1921; M.S., 1922; Graduate Student, University of Illinois, 1922-1923, 1924-1925, and Summer sessions 1924, 1925, and 1926.

JOHN EUGENE FRALEY, Ed. B., Assistant Professor of Nature Study.

Ed.B., Illinois State Normal University, 1926; Graduate Student, University of Michigan, Summer Session, 1925, Graduate Student, University of Illinois, Part Time, 1930-1931; Student, Illinois State Normal University, Part-Time, 1930-1931.

DOROTHY MILDRED GARRETT, A.M., Assistant Professor of History.

Diploma, Illinois State Normal University, 1915; Ed.B., 1923; A.M., Teachers College, Columbia University, 1924; Graduate Student, Teachers College, Columbia University, Summer Session, 1924.

EDNA MAE GUEFFROY, A.M., Assistant Professor of Geography.

Diploma, Illinois State Normal University, 1918; Ed.B., 1926; A.M., Clark University, 1927.

CHESTER MALCOLM HAMMERLUND, B.S., Assistant Professor of Industrial Arts.

Diploma, Illinois State Normal University, 1923; B.S., University of Illinois, 1929; Graduate Student, University of Illinois, Summer Session, 1929, Part-Time, 1930-1931.

ARTHUR JAMES HOLLOWELL, M.S., Assistant Professor of Chemistry.

B.S., Earlham College, 1914; M.S., Purdue University, 1931.

THOMAS JESSE LANCASTER, A.M., Assistant Professor of Education.

Diploma, Illinois State Normal University, 1914; Ed.B., 1916; A.M., University of Chicago, 1927.

CLIFFORD WALTER MOORE, A.M., Assistant Professor of Social Science, (Extension).

Diploma, Illinois State Normal University, 1915; Ed.B., 1922; A.M., University of Illinois, 1925; Graduate Student, University of Illinois, Summer Sessions, 1926 and 1927, and 1927-1928.

LAURA HAYES PRICER, Ph.M., Assistant Professor of English.

B.S., Vanderbilt University, 1905; Ph.M., University of Chicago, 1910.

AGNES FRASER RICE, Ph.B., Assistant Professor of Elementary Education.

Diploma, State Teachers College, Mankato, Minnesota, 1902; Ph.B., University of Chicago, 1926; Graduate Student, University of Chicago, 1926-1927.

JOSEPHINE ROSS, A.M., Assistant Professor of Home Economics.

B.S., Illinois Woman's College, 1915; Graduate Student, University of Colorado, Summer Session, 1920; Graduate Student, University of Chicago, Summer Session, 1921; Graduate Student, Oregon Agricultural College, Summer Session, 1922; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

BERTHA MAY ROYCE, A.M., Assistant Professor of Biology.

A.B., Wellesley College, 1911; Graduate Student, Columbia University, Summer Session, 1916; Graduate Student, University of Wisconsin, Summer Session, 1923; Graduate Student University of Michigan, Summer Session, 1924; Graduate Student, Columbia University, 1924-1925; A.M., 1925.

LEON SHELDON SMITH, A.M., Assistant Professor of Physics.

A.B., Albion College, 1915, A.M., University of Michigan, 1917; Graduate Student, University of Michigan, Summer Session, 1917; Graduate Student, University of Paris, Second Semester, 1918; Graduate Student, University of Iowa, Summer Sessions, 1929 and 1930.

FLORENCE TILTON, A.M., Assistant Professor of Art Education and Director of the Division of Art Education.

A.B., University of South Dakota, 1916; Student, Chicago Art Institute, 1917-1920; B.A.E., 1926; Graduate Student, University of South Dakota, Summer Quarter, 1926; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

JENNIE ALMA WHITTEN, A.M., Assistant Professor of Modern Languages, and House Mother of Fell Hall.

Diploma, Northern Illinois State Teachers College, 1913; A.B., University of Illinois, 1917; A.M., 1918; Graduate Student, University of Illinois, Summer Sessions, 1917 and 1918; Graduate Student, University of Grenoble, First Semester, 1922-1923; Certificat d' Etudes francaises, 1923; Graduate Student, University of Grenoble, Summer Term, 1928; Graduate Student, University of Chicago, Summer Term, 1930.

MABEL CLARE ALLEN, A.M., Instructor in Speech.

Student, Bradley Polytechnic Institute, 1922-1925; Diploma in Speech, 1925; Student, Northwestern University, 1925-1926; A.B., Bradley Polytechnic Institute, 1926; Graduate Student, Northwestern University, 1928-1929; A.M. 1929.

GLADYS LEORA BARTLE, M.S., Instructor in Art.

B.S., University of Wisconsin, 1925; M.S., 1929; Graduate Student, University of Wisconsin, Summer Session, 1930.

JUANITA ANNE BROWN, B.S., Instructor in Physical Education.

B.S., University of Illinois, 1927.

MARGUERITE REGINA CONNELL, A.M., Instructor in Latin and English.

Ed.B., Illinois State Normal University, 1921; Graduate Student, University of Illinois, Summer Sessions, 1926 and 1927, and 1927-1928; A.M., 1928.

ALTA JOSEPHINE DAY, A.B., Instructor in Shorthand.

A.B., Lawrence College, 1909; Diploma in Secretarial Studies, Gregg College, 1918; Graduate Student, University of California, Summer Session, 1923.

CLARA ELIZABETH ELA, Instructor in Art.

Diploma, Illinois State Normal University, 1884; Diploma, Massachusetts Normal Art School, 1888.

A. MARGUERITE FIELD, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1925; Graduate Student, Teachers College, Columbia University, Summer Session, 1927; O.D., Peoples' Gymnastic College, Ollerup, Denmark, 1929.

BERNICE GERTRUDE FREY, A.B., Instructor in Physical Education.

A.B., Ohio Wesleyan University, 1924; Graduate Student, University of Wisconsin, Summer Session, 1926; Student, Walter Reed Hospital, Washington, D.C., 1928-1929; Certificate in Physiotherapy, 1929.

RUTH OLIVE GERARD, B.M., Instructor in Music.

B.M., Northwestern University, 1926.

CASSIE CONARD GREER, A.M., Instructor in Home Study by Correspondence.

B.S., State Teachers College, Pittsburg, Kansas, 1927; A.M., University of Chicago, 1930; Graduate Student, University of Chicago, Summer Quarter, 1930.

RUTH HENLINE, A.B., Ed.B., Instructor in English and Manager of the Textbook Library.

A.B., Illinois Wesleyan University, 1924; Ed.B., Illinois State Normal University, 1926.

EUGENE LEONARD HILL, Ed.B., Instructor in Physical Education.

Ed.B., Illinois State Normal University, 1930.

DOROTHY HINMAN, A.M., Instructor in English.

A.B., University of Wisconsin, 1921; A.M., Columbia University 1925; Graduate Student, Columbia University, Summer Session, 1925; Graduate Student, Oxford University, Summer Session, 1928.

EMMA LAKIN, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1928.

NEVA McDAVITT, A.M., Instructor in Nature Study.

Ed.B., Illinois State Normal University, 1925, A.M., Clark University, 1929.

CLEO BEATRICE MCKOWN, A.M., Instructor in English.

A.B., Evansville College, 1928; A.M., University of Wisconsin, 1929.

BERTHA NOEL, A.M., Instructor in Home Study by Correspondence.

Pd.B., State Normal School, Kirksville, Missouri, 1909; B.S., University of Idaho, 1924; A.M., 1928.

MIGNONETTE CARRINGTON PEARCE, A.M., Instructor in English.

A.B., University of Texas, 1921; A.M., Teachers College, Columbia University, 1924; Graduate Student, University of Chicago, 1929-1930.

MARGARET KATHERINE PETERS, M.S., Instructor in Typewriting.

B.S., Indiana University, 1927; M.S., New York University, 1928.

GRACE REBECCA SHEA, R.N., University Nurse and Instructor in Health Education.

Diploma, Teachers College, Nebraska Wesleyan University, 1920; R.N., Dr. Benjamin Bailey Sanitarium, 1924.

TRAINING SCHOOL

EDWIN ARTHUR TURNER, A.M., Professor of Education and Superintendent of Student Teaching.

Diploma, Indiana State Teachers College, 1898; A.B., Indiana University, 1905; A.M., Teachers College, Columbia University, 1906.

UNIVERSITY HIGH SCHOOL

RALPH W. PRINGLE, M.S., Professor of Education and Principal of the University High School.

B.S., St. Lawrence University, 1888; M.S., 1892; A.B., Harvard University, 1892.

THOMAS MORSE BARGER, A.B., Assistant Professor of Physics.

Diploma, Illinois State Normal University, 1902; A.B., University of Illinois, 1907, Graduate Student, University of Illinois, Summer Sessions, 1909 and 1929.

JANE CHURCH, Ed.B., Instructor and Supervisor of Student Teaching in Commerce.

Ed.B., Illinois State Normal University, 1929; Graduate Student, Colorado State Teachers College, Summer Quarter, 1930.

THOMAS JAY DOUGLASS, B.S., Instructor in Agriculture and Director of High School Athletics.

B.S., University of Illinois, 1922; Student, University of Illinois, Summer Sessions, 1922, 1923, 1924, 1925, 1926, 1928, 1930.

ALMA MAY HAMILTON, A.M., Assistant Professor and Supervisor of Student Teaching in English.

B.S., Illinois Wesleyan University, 1901; Ed.B., Illinois State Normal University, 1908; A.M., Columbia University, 1915.

BLANCHE MCAVOY, Ph.D., Assistant Professor and Supervisor of Student Teaching in Science.

A.B., University of Cincinnati, 1909; A.M., Ohio State University, 1912; Ph.D., University of Chicago, 1930.

ETHEL GERTRUDE STEPHENS, A.M., Assistant Professor and Supervisor of Student Teaching in History.

A.B., University of Illinois, 1917; A.M., Columbia University, 1928.

RUTH STROUD, M.S., Instructor and Supervisor of Student Teaching in English.

B.S., University of Illinois, 1926; M.S., 1930.

MARY DOROTHY WEBB, A.M., Instructor and Supervisor of Student Teaching in Commerce and Mathematics.

A.B., Lawrence College, 1916; A.M., University of Wisconsin, 1930; Graduate Student, University of Wisconsin, Summer Session, 1930.

UNIVERSITY ELEMENTARY SCHOOL

CHRISTIAN EDWARD HARPSTER, Ed.B., Instructor and Principal of the University Elementary School.

Ed.B., Illinois State Normal University, 1928.

MARGARET ELIZABETH LEE, Assistant Professor and Director of Kindergarten Education.

Diploma, Training School for Kindergartners, Bangor, Maine, 1893; Diploma, Chicago Normal College, 1901; Student, University of Chicago, Summer Term, 1909; Student, University of California, Summer Terms, 1913 and 1924; Student, Teachers College, Columbia University, Summer Session, 1923.

ROSE MAE BURGESS, Ed.B., Instructor and Supervising Teacher in the Second Grade.

Ed.B., Illinois State Normal University, 1929.

HAZEL JOSEPHINE COLBY, Ed.B., Instructor and Supervising Teacher in the Kindergarten.

Diploma, Iowa State Teachers College, 1926; Ed.B., and Supervisor's Diploma, National Kindergarten College, 1930.

LORA MARY DEXHEIMER, Instructor and Supervising Teacher in the Sixth Grade.

Diploma, Illinois State Normal University, 1901; Student, Teachers College, Columbia University, 1907-1908; Student, University of Chicago, Summer Term, 1915.

JESSIE MAY DILLON, Instructor and Supervising Teacher in the Fourth Grade.

Diploma, Illinois State Normal University, 1898; Student, University of Chicago, Summer Terms, 1907 and 1908.

LURA MARY EYESTONE, B.S., Instructor and Supervising Teacher in the Third Grade.

B.S., Teachers College, Columbia University, 1911.

ANNIE WEZETTE HAYDEN, Ph.B., Instructor and Supervising Teacher in the First Grade.

Diploma, Southern Illinois State Normal University, 1909; Ph.B., University of Chicago, 1926; Graduate Student, Teachers College, Columbia University, 1929-1930.

ERMA FRANCES IMBODEN, Ph.B., Assistant Professor and Supervising Teacher in the Seventh Grade.

Diploma, Illinois State Normal University, 1918; Ph.B., University of Chicago, 1923.

CHRISTINE AUGUSTA THOENE, A.M., Assistant Professor and Supervising Teacher in the Fifth Grade.

A.B., and Critic Diploma, Iowa State Teachers College, 1911; A.M., Teachers College, Columbia University, 1925.

COOPERATING ELEMENTARY SCHOOL

Illinois Soldiers Orphans Home

MAY GOODWIN, Ed.B., Instructor and Principal of the Cooperating Elementary School.

Diploma, Illinois State Normal University, 1920; Ed.B., 1923.

GRACE FULLER ANDERSON, Instructor and Supervising Teacher in the First Grade.

Diploma, Illinois State Normal University, 1920; Student, Illinois State Normal University, Summer Terms, 1928, 1929, 1930.

WINNIFRED BALLY, Instructor in Physical Education.

Diploma, Illinois State Normal University, 1928.

VEDA HUSS BOLT, Ed.B., Instructor and Supervisor of Student Teaching in Music.

Diploma, Illinois State Normal University, 1923; Ed.B., 1924.

CLARA KEPNER, Assistant and Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1929.

FRED JOHN KNUPPEL, Assistant and Teacher of Industrial Arts.

Diploma, Illinois State Normal University, 1925; Student, Colorado State Teachers College, Summer Term, 1929.

EDITH MAPES, Assistant and Teacher in the First Grade.

Diploma, Illinois State Normal University, 1929, Student, University of Colorado, Summer Quarter, 1926; Student, University of Chicago, Summer Quarter, 1928; Student, University of Illinois, Summer Session, 1930.

ALTA MARIE MORRIS, Assistant and Teacher in the Second and Third Grades.

Diploma, Illinois State Normal University, 1922; Student, Illinois State Normal University, Summer Terms, 1923, 1924, 1925 and 1928; Student, University of Chicago, Summer Quarter, 1930.

MILDRED GERTRUDE O'MALIA, Assistant and Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1930.

PAULINE POWELL, Assistant and Teacher in the Ninth Grade.

Diploma, Illinois State Normal University, 1923.

MABLE ANN PUMPHREY, Instructor and Supervising Teacher in History and Geography.

Diploma, Illinois State Normal University, 1910.

JOSEPHINE SHEA, Ed.B., Instructor and Supervising Teacher in English.

Ed.B., Illinois State Normal University, 1929.

HELEN LOUISE SPAFFORD, Instructor and Supervising Teacher in History and Arithmetic.

Diploma, Illinois State Normal University, 1923; Student, Illinois Wesleyan University, First Semester, 1926-1927; Student, Illinois State Normal University, Summer Term, 1927.

DOROTHY SPARKS STILLMAN, Assistant and Teacher of Home Economics

Diploma, Illinois State Normal University, 1924.

GRACE TUCKER, Instructor and Supervising Teacher in the Kindergarten.

Diploma, Illinois State Normal University, 1920; Student, Summer Quarter, Illinois State Normal University, 1927, Summer Terms, 1928, 1929, and 1930; Student, University of Wisconsin, Summer Session, 1925.

HAZEL TITUS WRIGHT, Ed.B., Instructor and Supervising Teacher in the Second and Third Grades.

Ed.B., Illinois State Normal University, 1930.

COOPERATING RURAL SCHOOLS

BESSIE IRENE HIBARGER, Ed.B., Instructor and Supervisor of Student Teaching in the Price School.

Ed.B., Illinois State Normal University, 1926; Graduate Student, Boston University, Summer Session, 1930.

NANCY ANNIS CLARK, Instructor and Supervisor of Student Teaching in the Little Brick School.

Diploma, Illinois State Normal University, 1927.

HELEN RUTH GREEN, A.B., Instructor and Supervisor of Student Teaching in the Houghton School.

A.B., Illinois College, 1926.

ALICE MAYRE WILSON, Assistant and Teacher in the Houghton School.

Diploma, Illinois State Normal University, 1930.

LIBRARY STAFF

ELEANOR WEIR WELCH, M.S., Assistant Professor and Head Librarian.

A.B., Monmouth College, 1914; Student, Library School, University of the State of New York, 1919-1920; Library Certificate, 1920; Student, School of Library Service, Columbia University, 1927-1928; M.S., 1928.

GERTRUDE HOUGHTON ANDREWS, Assistant Librarian.

Student, Chicago Public Library Training School, 1910-1911, Student, University of Wisconsin, Summer Session, 1913.

EBBA EMELIA HAMMARLUND, A.B., Assistant Librarian.

A.B., Carroll College, 1923; Student, Northwestern University, Summer Session, 1925; Certificate in Library Methods, University of Wisconsin, 1928.

EDNA IRENE KELLEY, Assistant Librarian.

Diploma, Illinois State Normal University, 1910; Special Student in Library Science, Illinois State Normal University, 1911-1912.

GENEVIEVE POHLE, A.B., Cataloger.

A.B., University of Wisconsin, 1922; Student, Library School, University of Wisconsin, 1922-1923; Library Certificate, 1923.

ROBERT ELLIS BAIRD, Student Library Assistant.

HARRY EARL BALDWIN, Student Library Assistant.

THOMAS MORSE BARGER, JR., Student Library Assistant.

CHARLES LAURENCE BAYLOR, Student Library Assistant.

ELLIS DILLON BLAKE, Student Library Assistant.

ALBERT CHANDLER BROWN, Student Library Assistant.

JOSEPHINE LOUISE DAWSON, Student Library Assistant.

PAUL GOODWIN GORMAN, Student Library Assistant.

DOROTHY MAY LANGSTON, Student Library Assistant.

GEORGENE ELIZABETH LARSON, Student Library Assistant.

BILLIE LAY, Student Library Assistant.

CLARENCE LEROY LOUDERBACK, Student Library Assistant.

VERYL EUGENIA MCCLURE, Student Library Assistant.

CHARLES HERMAN MARTIN, Student Library Assistant.

CLARENCE ADOLF MILLER, Student Library Assistant.

RALPH KENNETH SEITZ, Student Library Assistant.

VIRGINIA MAE SWANSON, Student Library Assistant.

ADDITIONAL MEMBERS OF THE FACULTY

SUMMER QUARTER, 1931

- GEORGE C. ATTEBERRY, A.M., Teacher of Political Science, Crane Junior College, Chicago, Illinois. *Economics and Social Psychology.*
- WILLIAM T. BEADLES, A.M., Assistant Professor of Economics, Illinois Wesleyan University, Bloomington, Illinois. *Economics.*
- FLORENCE E. BLACKBURN, A.M., Teacher of Geography, Central High School, Valley Stream, New York. *Geography.*
- OMAR CASWELL, A.M., Head of the Department of Education, Tarkio College, Tarkio, Missouri. *School Administration.*
- EDWARD L. COLE, Ed.D., Formerly Head of the Department of Education, State Teachers College, Chico, California. *Education.*
- JOHN H. GLAESER, A.M., Superintendent of Schools, Trenton, Illinois, *Arithmetic Methods.*
- STELLA VAN PETTEN HENDERSON, A.M., Teacher of Social Science, Joliet Township High School. *Education; Acting Dean of Women, Second Term.*
- ROB ROY MAC GREGOR, Ph.D., Head of the Department of History and Social Science, Mac Murray College, Jacksonville, Illinois. *History.*
- HARRY W. MCCULLOCH, A.M., Superintendent of Schools, Chatsworth, Illinois. *Education.*
- ERIC O. MAY, A.M., Principal of the Robinson Township High School, Robinson, Illinois. *Education.* ..
- WILLIAM A. MILLER, A.M., Principal of the Matheny School, Springfield, Illinois. *Education.*
- BENJAMIN C. MOORE, A.M., Superintendent of Schools, Eureka, Illinois. *Education.*
- GERALD E. MOORE, Ph.D., Assistant in the Department of Mathematics, University of Illinois. *Mathematics.*
- LEWIS B. MULL, Ph.D., Head of the Department of Education and Dean of the College of Liberal Arts, University of Dubuque, Dubuque, Iowa. *Education.*
- DONALD H. NICHOLSON, A.M., Assistant Professor of European History, University of North Dakota, Grand Forks, North Dakota. *History.*
- RUSSELL L. PACKARD, Ph.D., Head of the Department of Geography, Teachers College, University of Akron, Akron, Ohio. *Education.*
- JOHN L. PAGE, Ph.D., Associate in Geology, University of Illinois. *Geography.*

SAMUEL C. RATCLIFFE, Ph.D., Professor of Sociology, Illinois Wesleyan University, Bloomington, Illinois. *Sociology.*

ESTHER ROBINSON, Supervisor of Art, Public Schools, Jacksonville, Illinois. *Art.*

MARY A. ROBINSON, Ed.B., Graduate Student, University of Chicago. *Geography.*

ROBERT W. RUCKER, A.M., Head of Department of Geography, State Normal School, Hyannis, Massachusetts. *Geography.*

A. MARGUERITE SHERMAN, B.S., Supervisor of Primary Grades, State Normal School, Danbury, Connecticut. *Reading.*

IVAN M. STONE, Ph.D., Assistant Professor of Political Science, Beloit College, Beloit, Wisconsin. *Civics and History.*

ALBION G. TAYLOR, Ph.D., Professor of Economics, College of William and Mary, Williamsburg, Virginia. *Economics.*

ESTHER VINSON, A.M., Graduate Student, University of Wisconsin (Assistant Professor on leave of absence, Illinois State Normal University). *Literature and English.*

HELEN BRYANT WYMAN, B.A.E., Formerly Instructor in Art, Illinois State Normal University. *Art.*

STANDING COMMITTEES OF THE UNIVERSITY FACULTY

ADMISSION AND ADVANCED STANDING.—ELSIE BRENNEMAN, (Chairman), O. LILLIAN BARTON, H. A. BROWN, R. G. BUZZARD, DOROTHY M. GARRETT, DOROTHY HINMAN, H. H. SCHROEDER.

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APPOINTMENTS.—E. A. TURNER (Chairman), C. E. DECKER, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

ATHLETICS.—C. W. HUDELSON (Chairman), EDITH I. ATKIN, MARGARET M. BARTO, W. A. L. BEYER, R. W. FOGLER, C. M. HAMMERLUND, C. A. HARPER, C. E. HARPSTER, C. E. HORTON.

AUDITORS OF STUDENT ORGANIZATIONS.—H. W. ADAMS, (Chairman,) EDITH I. ATKIN, JESSIE M. DILLON, T. J. LASCATER, C. N. MILLS.

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CUSTODIAN OF STUDENT ACTIVITY FUNDS.—JENNIE A. JOHNSON.

DEGREES AND DIPLOMAS.—ELSIE BRENNEMAN (Chairman), MARGARET M. BARTO, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

DISCIPLINE.—H. H. SCHROEDER (Chairman), W. A. L. BEYER, O. LILLIAN BARTON, H. A. BROWN, R. H. LINKINS.

EDUCATIONAL RESEARCH.—C. F. MALMBERG (Chairman), EDITH I. ATKIN, E. W. CAVINS, K. S. FLETCHER, C. E. HARPSTER, J. A. KINNEMAN, E. M. R. LAMKEY, C. N. MILLS, H. A. PETERSON, LAURA H. PRICER, AGNES F. RICE.

ENTERTAINMENTS, LECTURES AND CONCERTS.—R. H. LINKINS (Chairman), MABEL C. ALLEN, EDITH I. ATKIN, C. L. CROSS, K. S. FLETCHER, R. W. FOGLER, C. M. HAMMERLUND, J. A. KINNEMAN, CLEO B. MCKOWN, AGNES F. RICE.

EXCUSE OFFICERS.—H. H. SCHROEDER (Chairman), O. LILLIAN BARTON, RACHEL M. COOPER, R. H. LINKINS, JENNIE A. WHITTEN.

EXECUTIVE COUNCIL.—H. A. BROWN (Chairman), H. W. ADAMS, O. LILLIAN BARTON, W. A. L. BEYER, ELSIE BRENNEMAN, R. G. BUZZARD, C. L. CROSS, C. E. DECKER, MAY GOODWIN, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, ERMA IMBODEN, R. H. LINKINS, A. C. NEWELL, LAURA H. PRICER, R. W. PRINGLE, JESSIE E. RAMBO, AGNES F. RICE, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, ELEANOR W. WELCH, F. W. WESTHOFF, A. R. WILLIAMS.

FORENSICS.—F. S. SORRENSEN (Chairman), MABLE C. ALLEN, W. A. L. BEYER, R. G. BROWNE, C. A. HARPER, C. E. HARPSTER, J. A. KINNEMAN, CLEO B. MCKOWN, G. M. PALMER.

FRESHMAN TESTS.—H. A. PETERSON (Chairman), E. W. CAVINS, J. A. KINNEMAN, C. F. MALMBERG, C. N. MILLS, LAURA H. PRICER, AGNES F. RICE.

HIGH SCHOOL LITERARY AND MUSIC CONTESTS.—J. A. KINNEMAN (Chairman), R. G. BROWNE, MARY E. BUELL, C. L. CROSS, A. W. DRAGOO, A. MARGUERITE FIELD, K. S. FLETCHER, C. M. HAMMERLUND, C. E. HARPSTER, A. WEZETTE HAYDEN, C. E. HORTON, T. J. LANCASTER, CLEO B. MCKOWN, JESSIE E. RAMBO, AGNES F. RICE, F. S. SORRENSEN, (Manager), F. W. WESTHOFF (Director).

REGISTRATION AND CLASS SCHEDULES.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, R. W. PRINGLE, JESSIE E. RAMBO, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

RELIGIOUS AND PHILANTHROPIC WORK.—CHRISTINE A. THOENE (Chairman), H. W. ADAMS, H. JOSEPHINE COLBY, M. REGINA CONNELL, JESSIE M. DILLON, DOROTHY HINMAN, L. S. SMITH.

SECRETARY OF THE FACULTY.—ANNETTE B. COOPER.

SOCIAL AFFAIRS.—LAURA H. PRICER (Chairman), O. LILLIAN BARTON, HARRIET J. BERNINGER, MARY E. BUELL, ROSE M. BURGESS, E. W. CAVINS, MABEL P. CROMPTON, CLARA E. ELA, ELINOR B. FLAGG, R. W. FOGLER, MAY GOODWIN, R. H. LINKINS, C. F. MALMBERG.

STUDENT ACTIVITIES AND ORGANIZATIONS.—H. W. ADAMS (Chairman), EDITH I. ATKIN, O. LILLIAN BARTON, R. G. BUZZARD, DOROTHY M. GARRETT, T. J. LANCASTER, R. H. LINKINS.

STUDENT LIFE AND WELFARE.—R. H. LINKINS (Chairman), MARGARET M. BARTO, O. LILLIAN BARTON, KATHARINE M. CARVER, E. W. CAVINS, JANE CHURCH, RACHEL M. COOPER, MABEL P. CROMPTON, M. J. HOLMES, C. E. HORTON, A. R. WILLIAMS.

STUDENT PUBLICATIONS.—G. M. PALMER (Chairman), MARION C. ALLEN, T. M. BARGER, ALTA J. DAY, MARGERY A. ELLIS, K. S. FLETCHER, DOROTHY HINMAN, CLEO B. MCKOWN, A. R. WILLIAMS.

STUDENTS' SCHOLARSHIP.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

UNIVERSITY PUBLICATIONS AND PUBLICITY.—M. J. HOLMES, (Chairman), GLADYS L. BARTLE, M. REGINA CONNELL, K. S. FLETCHER, L. W. HACKER, C. E. HORTON, E. M. R. LAMKEY, RUTH STROUD, A. R. WILLIAMS.

The President is ex-officio a member of all committees.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the first state normal school established in the Mississippi Valley. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus, an experimental farm of ninety-five acres, and a school garden of three acres was donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was completed in 1860 the school was housed in Major's Hall, Bloomington. The Main Building still provides space for much of the administrative work and many of the classrooms of the institution. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now eight major buildings are used to their full capacity to carry on the work of the University.

PROGRESSIVE DEVELOPMENT

The historical development of Illinois State Normal University is marked by well-defined stages that coincide rather closely with the administrations of its several presidents and with characteristic trends and educational needs in the history of Illinois.

The distinctive achievement during the administration of President Charles E. Hovey (1857-1862) was the founding and effective organization of the institution, and the commitment of the legislature of Illinois to the policy of maintaining such a school by public taxation. These successful beginnings were due largely to the courageous leadership of President Hovey in a battle against tremendous odds, and to his wisdom in selecting able and devoted men and women to carry on the work.

Under the inspirational leadership of President Richard Edwards (1862-1876) together with the influences of increasing numbers of young teachers sent out from the University the popular mind was permanently won over to the state normal school idea. The study and teaching of science under Joseph A. Sewell, John W. Powell, and Stephen A. Forbes became a feature in the preparation of teachers in Illinois. In 1874 student teaching was organized as a distinct department with Thomas Metcalf as its first director.

ATTAINMENT OF NATIONAL RECOGNITION

During the period of President Edwin C. Hewett's administration (1876-1890) the University became nationally recognized as a leader in teacher training because of its thoroughness in the study and teaching of the common branches. It was the age of exact definition and exacting disciplines; but extreme formalism was avoided by the influence of new ideas and methods from the great centers of German pedagogy. Great enthusiasm for teaching continued to attract large numbers of choice young men and women of the state into educational work.

Under the vigorous administration of President John W. Cook (1890-1899) two new buildings were erected—the first building for the Training School (1894) and the combined Gymnasium and Library (1897), now called the “Old Castle.” The growing high-school movement was felt by the presence of increasing numbers of high-school graduates, making possible the elimination of some of the most elementary subject-matter courses. This decade was the beginning of a new era in education, and the Illinois State Normal University under the liberal leadership of President Cook became an enthusiastic center of study and application of the new educational ideas—especially the Herbartian ideas, and the school continued its prestige in recognized leadership.

CHANGES IN CURRICULA AND ORGANIZATION

The one year of Dr. Arnold Tompkins’ presidency (1899-1900) and the early years of President David Felmley’s administration (1900-1930) saw a complete readjustment and extension of curricula and organization for the better preparation of teachers who could meet the new and varied demands of education for life in the twentieth century.

President Felmley’s administration was distinguished by other notable advances: (1) the adoption of the principle of electives and differentiation of curricula to enable a student to make specific preparation for the field of teaching he wished to enter; (2) the establishment of the Teachers College; (3) the enlargement of the training school to include the University High School, the Elementary School at the Illinois Soldiers Orphans Home, and several rural schools; (4) the use of the University farm for demonstration and experiment in preparing teachers of agriculture; (5) the establishment of correspondence and extension courses; (6) the preparation of teachers in vocational education; (7) provision for valuable work not adequately recognized before, such as public school music, the kindergarten, physical education, public speaking, nature study, school medical advisor, school nurse, journalism.

NEW BUILDINGS

As this program developed over the thirty-year period of President Felmley’s administration six new buildings were added to the material plant, not including the green house, or the farm buildings: the Manual Arts Building in 1908; the Thomas Metcalf Training School in 1913; the new Central Heating Plant in 1916; Fell Hall, the women’s residence hall, in 1917; the Henry McCormick Gymnasium in 1926; and the David Felmley Hall of Science in 1930.

President Harry A. Brown became administrative head of the Illinois State Normal University on July 1, 1930, as its seventh president.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was practically but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who graduated.

Students who expected to teach classes of high school grade usually took additional advanced elective courses for that purpose in addition to the requirements for a diploma.

After 1900 two-year curricula and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field.

Today there are seventeen four-year curricula and the same number of two-year curricula. The first two years of each of the four-year curricula constitutes a two-year curriculum, provided student teaching is elected in the sophomore year.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work above a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The American Association of Teachers Colleges has accredited the Illinois State Normal University as a Class A teachers college among the teachers colleges of the United States. The North Central Association of Colleges and Secondary Schools has also accredited the University under its standards for colleges and universities, which are the highest standards which the Association maintains. Graduates of the University are thus eligible to teach in any secondary school in the state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus skirted on each side with an irregular line of trees so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. He insisted upon having a landscape gardener plan the planting and in 1857 sent to Philadelphia to secure such an artist. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist. The planting was done in 1867.

Among the trees planted were representatives of most of the tree families indigenous to the Mississippi Valley, as well as a few exotics. Of the native species there were maples, elms, oaks, walnuts, birches, locusts, lindens, ashes, willows, poplars, tulips, sycamores, catalpas, red buds, and hawthornes. The exotics were the English and Scotch elms and the Norway maple.

Interspersed among the above broad-leaved trees were attractive clumps of conifers including all the species that thrive well under the climatic and soil conditions of the Middle West. There were pines, spruces, hemlock, fir, arbor vitae, junipers, larches, and cypress.

During the last twenty years many new types have been added to the campus trees. Among the interesting native species are the pecan, sweet gum, sassafras, persimmon, June berry, yellow wood, iron wood, purple beech, cucumber, and wahoo. There are a number of trees of foreign origin. Soulangé's magnolia which stands in front of Fell Hall, one of the most attractive, is a native of Japan. Other natives of Japan and China are the ailanthus which stands west of the Gymnasium, the paulownia which is near the Greenhouse, and the ginkgo, which stands in the clump of shrubbery at the left of the Gymnasium entrance. Another interesting exotic is the Russian olive, a very graceful tree with beautiful gray-green foliage and light yellow flowers. There are two specimens of this olive, one standing north of the Library and one west of the Gymnasium.

There is also a European plane tree which resembles the sycamore, and the picturesque Camperdown elm which is a variety of the Scotch elm.

Besides the trees there are many shrubs artistically planted in the vicinity of the buildings, grouped in the angles of the walks, and arranged along the borders and at the entrances.

The flowers of the shrubs display a succession of colors beginning early in April with the small white clusters of *spirea thunbergii* and the golden bells of *forsythia*, followed during the latter part of April and May by the massive plumes of *spirea van houttei* and the various shades of red, yellow, lavender, and pink of the *japonicas*, lilac, honeysuckle, barberry, and others. Still later come the *syringa*, *weigela*, elderberry, sumac, *hydrangea*, until finally in the latter part of October and November we have the peculiar long-petalled yellow flowers of the witch hazel.

When autumn comes, the shrubs still display wonderful tints of color, not alone in the foliage but also in the fruit. Among the most attractive are the clusters of cranberry-red berries of the *viburnums*, the scarlet bead-like fruit of Japanese barberry, the blue blades of the privet and *kerria*, the choral clusters of Indian currant, and the orange and red drooping fruit of the wahoo.

Even in winter among the beautiful subdued tints and shades of the trees and herbage some of the shrubs continue to show bright colors in their berries and tinted stems.

The great variety of trees and shrubs with the birds and insects that they attract afford a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, basketball, hockey, baseball, and football, all have a place on the grounds. So from the standpoint of usefulness, as well as beauty, the campus adds much to the enjoyment of student life in Normal.

THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education,

lies within one block of the campus and consists of ninety-three acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. The land in this farm has been owned by the Illinois State Normal University since its founding in 1857. This farm is one of the original twenty farms upon which, by cooperation with the United States Department of Agriculture, was formulated the McLean County swine sanitation system. This practical program of swine management has spread throughout the states in the central Mississippi Valley.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is best equipped for dairying, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.

A five-field rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in agriculture, enabling them to study scientific farming from the business point of view.

THE UNIVERSITY GARDEN

The University offers excellent opportunity for gardening and plant study. A garden-laboratory occupies a block between University Street and Main Street, bordering the northwest corner of the campus. This large garden is divided into a number of individual plots which become laboratories for various nature study and biology classes of the University and for the first six grades of the Training School.

Instruction in the preparation of seed beds, indoor planting in the University green house, transplanting, cultivation and propagation is made possible by maintaining such a garden. A great number of varieties of both flowers and vegetables are planted so that identification of the more common species of flowers and vegetables along with the more recently introduced varieties is made possible. The garden also offers excellent facility for structural studies of the various flowers and vegetables for the biology classes of the University.

Student teachers are given actual experience in teaching gardening to training school classes. A children's garden club known as "The Alice Jean Patterson Children's Garden Club" is maintained jointly by the Woman's Improvement League of Normal, the public schools of Normal and the University. Children of both the public schools of Normal and of the Training School of the University are eligible to membership in this club which now has a membership of more than five hundred school children. A paid garden supervisor supervises the work of this club during the summer. The garden club fosters a large flower and vegetable exhibit in the fall.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure 160 by

100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices,—excepting the offices of the President,—a study hall accommodating three hundred students, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, literature, English, music, reading and public speaking.

FELL HALL

Fell Hall is the residence hall for women, and is a three-story building of modern construction.

The building harmonizes pleasantly with the other structures on the campus, for it is of red brick with white trimmings. It is constructed in the colonial style of architecture.

The lower floor of the building has been planned with a view to using it for general school functions as well as for the social life of the residents. Opening conveniently from the entrance hall are reception room, office, parlor, cloak rooms for both men and women, and the living room.

At the north end of the living room are large mahogany doors which may be folded back, making this room practically a part of the dining room beyond. The spacious apartment thus formed will accommodate even such large functions as the commencement banquets.

There are also on the first floor the apartment of the head of the hall, guest rooms, two single rooms for students, and the kitchen. The kitchen at Fell Hall is equipped with the latest and best large quantity utensils and labor saving devices.

The rooms for the students are simple, substantial, but in excellent taste, and carefully planned for comfort and convenience. Each room has been provided with a lavatory, and full length mirror and double rooms have a closet and study desk for each girl. The single beds, which are of white enamel, can be made up like couches in the daytime. Dressers, tables and chairs, are of fumed oak in mission style, while couch covers, rugs, and draperies harmonize in coloring and give a homelike atmosphere.

Every effort has been made to equip the building so that the life in it will be conducive to social development, good study habits, sound health and fine womanhood generally. On the second floor there is a comfortable study. On each floor is a kitchenette for the use of residents of the Hall. In the basement there is a students' laundry where the girls may do their own washing, ironing, and pressing.

COMMERCE BUILDING

The "Old Castle" is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms, now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms and two instructor's offices. Here will be found the equipment in accounting

and that for other commercial classes in the University High School, and one room which is used for the university classes in elementary accountancy. Modern steel furniture has been installed in the high school section and the elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Further up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large instructor's office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room holds the equipment in typewriting and office training, and throughout the day is a hive of industry. Two other rooms are devoted to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The office and laboratory of the teaching staff in secretarial science has modern desks, files, and special equipment for mimeographing and multi-graphing.

The use of this entire building, except the gymnasium, for the work in commerce provides exceptional facilities for preparing teachers in that subject.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted the gift of 197 volumes, over half of which were government documents. Two years later 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning the collection has grown to over 51,000 bound volumes with a yearly increase of about 3000 titles. It also contains 26,303 pamphlets and a picture collection of 8,275 items. These are classified and catalogued so as to be easily accessible to the student body. In addition the Library receives 260 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a selection of books especially suited to leisure reading. The steel stack of five levels houses 40,000 volumes and is open to students by special permission.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; and the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the Class of 1924.

A library staff composed of a librarian and four assistant librarians is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M., to 9:30 P.M., from Monday through Thursday and from 7:30 A.M., to 5:00 P.M., on Friday and Saturday.

Special library regulations are posted on the library bulletin board.

MANUAL ARTS BUILDING

The Manual Arts Building was built largely during the year 1908 to furnish the growing school with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The auditorium is a well lighted room which seats 1100 people and is located on the second floor. This is now called the Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An organ with electrical action is part of the equipment of the auditorium.

The lower floor of the building is used for shops, drafting rooms, and classrooms for the Division of Industrial Education, except two rooms used for applied design and pottery.

The second floor furnishes rooms for home economics and fine arts.

On the third floor are found a garment making room belonging to the division of home economics and several rooms now used for class work in psychology.

The equipment of the manual arts building has been the best that could be secured when purchased and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about 30 Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishing are provided near the shops. Two drafting rooms are located on the north side of the building.

The art department with its new equipment of up-to-date tables and stools has added to its efficiency in various ways.

The home economics division has a carefully selected kitchen equipment, a dining room, and a sewing or garment room in addition to an office and class room.

At present psychology classes with class rooms and laboratories occupy the rooms on the third floor.

TRAINING SCHOOL BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor consists of the kindergarten rooms and other units. The kindergarten occupies two large rooms at the east end of this floor. West of the kindergarten rooms there are two large play rooms for boys and girls

respectively. In addition there are four class rooms, a kitchen for home economics, a room for agriculture, and two offices. There are toilets for boys and girls on each floor.

The second floor consists of four units that are occupied by the first four grades, and other rooms. The units occupied by the first four grades are located in the four corners of the floor. Each unit consists of a large study and recitation room, a class room, and an office for the supervisor. In addition to these units for the four elementary grades, there are a large study hall for the high school and three administrative and supervisory offices.

The third floor consists of four units that are occupied by the four upper grades, and other rooms. These units, as on the second floor, occupy the four corners of this floor. Each of these units consists of a large class room, a recitation room, and an office for the supervisor. In addition to these four units, there are two large recitation rooms, an office for the university nurse, and a small recitation room for individual work.

The various departmental units are well equipped. The kindergarten possesses a piano, blocks of various size, sand tables, and other suitable materials. Each of the grades has many sets of supplementary books and maps. There is a piano on each floor for the use of the grades. A large Keystone Lantern with slides is available for the entire school. Sets of method books and other educational books are available for the supervisors and practice teachers.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletics Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly onto the field, so that when desirable the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields which serve as the training ground for a large number of students taking work in athletics and physical education.

Along the west side is located the varsity football field and an excellent quarter mile cinder track. Immediately south of the gymnasium is the varsity baseball diamond and practice football field. Numerous play areas for minor sports are located conveniently along the north end of the field. During the fall and spring months the outdoor facilities of McCormick Field are used to capacity throughout the day for required activities and intramural and varsity athletics.

Present plans call for the extension of the facilities of McCormick Field to include eight additional tennis courts, a new practice field for soccer and football and the addition of a 220-yard straight-away to the track.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms and toilet facilities.

In the main lobby are stairways leading to the second floor where there are two large class rooms, a dance studio, a completely equipped physical examination and therapeutic room and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms containing a battery of 20 showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room and toilet facilities. On the women's side the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, corrective exercise room, club room, supply room and toilet facilities.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit thus permitting a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600.

NEW SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is devoted wholly to science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of nature study and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas and alternating and direct currents. The

location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped with the purpose of serving as a model high-school physics room. It is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory trapezoidal tables are used which make it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the president's suite of offices, the office of the dean of men, and the biology offices.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, dark room, two balance rooms, and three combined offices and research laboratories, the latter for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School the third floor also quarters the freshman high school classes in general science, thus offering excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken,

UNIVERSITY GREENHOUSE

The University now owns a large Plant House located east of the new Science Building. An appropriation has been made by the legislature for a new Plant House and a second appropriation for an additional sum has been requested of the Legislature of 1931.

Plans for the new University greenhouse have been made and it is expected that in the near future there will be completed in the center of the school garden a very attractive and practical greenhouse layout costing approximately \$16,000 and composed of the following units or sections: a service building and tool house combined; one or two growing house units; and a palm house and conservatory combined. The service building will be constructed of brick to correspond with the newer buildings on the main campus and the remaining units will be of the most modern steel frame and glass construction.

The greenhouse, under supervision of the Division of Agricultural Education, is designed to serve two main purposes: first, as a laboratory in which to train teachers and investigators of problems of propagation and growth of plants; and second, as a storage place for plants in the winter season.

The special branch of horticulture which has for its object the production of plants under more or less artificial conditions of light, heat, moisture and soil has come to be generally known as the growing of plants under glass. This new greenhouse will serve well as a laboratory where work can be carried on in the propagation and growth of plants as well as the making and care of hotbeds and cold frames. Also, a study of the principles and practices of growing potted plants and cut flowers including some work in cut-flower arrangement and design will be available. The use of plants and flowers for beautifying both private and public properties has become so common that it is highly desirable to have a modern greenhouse in such an institution as this for instructional purposes.

CENTRAL HEATING PLANT

The central heating plant of the University supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in a modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at \$150,000.

A well 243 feet deep located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its refer-

ence shelves and magazine files may be used at any time, and loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

ENTRANCE AND ADVANCEMENT IN SCHOOL

REQUIREMENTS FOR ADMISSION

Entrance requirements are stated in terms of units of high-school work, a term which should not be confused with the term credit as applied to college work. A high-school unit represents the work of one hundred eighty class periods of forty minutes each. Two laboratory periods in any science or shop subject are considered equivalent to one class period. In a number of subjects half-units may be presented. In closely allied subjects such as botany and zoology, not usually taught throughout an entire year, units may be constructed by combining the respective time values of the two subjects.

GENERAL REQUIREMENTS

An applicant for admission to the University must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Students may be admitted at the beginning of each of the three quarters or at the opening of each of the summer terms. Students may enter to the best advantage, however, at the opening of the school year in September.

Fifteen units, distributed as indicated below, are required for admission. Students offering only one foreign language must present at least two units. They must have two units in one foreign language before one unit in another language may be credited. In exceptional cases, however, one unit in a single foreign language may be offered as an optional subject.

GROUP A: REQUIRED SUBJECTS

I. The following units are required of all:

(a) **English**, three units

II. Two units must be presented from each of two of the following:

(a) **Mathematics**, two units

(b) **Foreign Language**, two units

(c) **Laboratory Science**, two units

(d) **History**, two units

The two units in mathematics must consist of either one unit in algebra and one unit in plane geometry, or two units of correlated or general mathematics.

- III. In addition to the units required under I and II above, a sufficient number of units to make up the fifteen must be offered from Groups B and C. Not more than four units, however, may be offered from Group C.

GROUP B: GENERAL ELECTIVES

Latin, one, two, three, or four units
Greek, one, two, three, or four units
French, one, two, three, or four units
German, one, two, three, or four units
Spanish, one, two, three, or four units
Italian, one, two, or three units
English (4th unit), one unit
Advanced algebra, one-half or one unit
Solid geometry, one-half unit
Trigonometry, one-half unit
Greek and Roman history, one-half or one unit
Medieval and modern history, one-half or one unit
English history, one-half or one unit
American history, one-half or one unit
Civics, one-half or one unit
Economics and economic history, one-half or one unit
Commercial geography, one-half or one unit
Other social science, one-half or one unit
Physiography, one-half or one unit
Physiology, one-half or one unit
Zoology, one-half or one unit
Biology, one-half or one unit
Botany, one-half or one unit
Physics, one or two units
Chemistry, one-half, one or two units
General science, one unit

GROUP C: SPECIAL ELECTIVES

(Only four units may be chosen from this group)

Astronomy, one-half unit
Geology, one-half or one unit
Agriculture, one, two, three or four units
Bookkeeping, one unit
Business law, one-half unit
Commercial arithmetic, one-half unit
Home economics, one, two, three, or four units
Speech, one-half or one unit
Drawing, art and design, one-half or one unit
Industrial arts, one, two, three, or four units

Foreign language (other than those of Group B) one or two units
Music, one or two units
Shorthand, one or two units
Typewriting, one-half or one unit
Optional, one unit

SUBJECTS RECOMMENDED FOR ADMISSION

It is strongly recommended that in Group A, under II, mathematics be offered. The requirements of graduate schools are such that students who do not offer the usual two units in mathematics will be greatly handicapped if they plan to pursue their studies beyond the baccalaureate degree. The University assumes no responsibility for students who fail to gain admission to graduate schools if they have not presented two units of mathematics for admission. If mathematics is chosen, the other two units required under II in Group A may be selected from any one of the three subjects listed.

Students who plan to major in any subject listed in the admission requirements are advised to offer for admission the maximum number of units in that subject.

METHODS OF ADMISSION

There are four general methods by which admission to the University may be secured:

1. By presentation of a certificate of graduation from an accredited or recognized high school, with the required distribution of work.
2. By submitting evidence of studies successfully pursued in an institution of higher education.
3. By taking entrance examinations.
4. By qualifying as an unclassified adult special student.

ADMISSION BY CERTIFICATE

A candidate for admission by certificate must be a graduate of an accredited secondary school, or have fifteen acceptable units and the approval of the dean. Not more than twelve units will be accepted from a three year high school.

An applicant who has attended but who has not been graduated from an accredited school must pass entrance examinations in the following subjects amounting to five units as follows: English, one unit; additional subjects, four units.

The additional subjects mentioned above will be designated by the university authorities. The remaining ten units necessary to make up the fifteen units required for admission may also be made in entrance examinations or may be offered by certificate from an accredited school.

Blank certificates for students wishing to enter the University by certificate from an accredited high school or academy may be had of the registrar. They should be obtained early and should be filled out and sent to the registrar for approval as soon as possible after the close of the high-school year in June.

The registrar will endeavor to notify a student of his status promptly on receipt of his certificate. However, because of the rush of business, it is sometimes impossible to send such notices in cases where certificates do not arrive until the week prior to the opening of the University.

Applicants for admission who have had any work whatsoever in another institution of higher education, regardless of whether or not they wish to receive credit for it must submit complete credentials of both their high school work and college work. All such transcripts should be sent at least six weeks preceding the opening of the session in which the student desires to enter.

Entrance credits will also be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.

2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools, provided the certificate shows that the Illinois standard time requirements have been met.

3. From schools accredited by the Southern Association of Colleges and Secondary Schools.

4. From schools approved by the New England College Entrance Certificate Board.

5. From high schools and academies registered by the Regents of the University of the State of New York.

The University will not issue a permit to enter except on the basis of official detailed credentials filed in advanced.

ADMISSION WITH ADVANCED STANDING

A person who has attended another college or university of recognized standing will be considered for admission to this University on presenting: a) a transcript of his college record, b) a certificate of honorable dismissal from the institution from which he comes, and, c) an official statement of his preparatory school work.

No substitutes will be accepted for the high school subjects prescribed by the University or for the requirement of high-school graduation, except that a) A Student who comes from an institution rated in Class A by the University of Illinois with a record of thirty hours without failures and with an average grade ten per cent above the passing grade of the college, may be matriculated in the University irrespective of deficiencies in prescribed subjects (except when necessary as prerequisites for advanced work to be taken here) or high school graduation. b) The registrar is authorized to waive the high school graduation requirement, but not the subject requirements, in the case of a transfer student who has completed a year of satisfactory work in a college, normal school, or junior college rated in Class A or Class B by the University of Illinois.

After matriculation an applicant may secure advanced standing either by examination or by transfer of credits.

1. Advanced standing is granted only by examination unless the applicant comes from an approved school.

2. Credits may be accepted for advanced standing from another university or college or a junior college of recognized standing or from a state normal school. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied by a summary of his preparatory work and by a letter of honorable dismissal. Students intending to transfer to the University should send their credentials to the registrar as early in the summer as possible.

ADMISSION OF UNCLASSIFIED STUDENTS

Persons over twenty-one years of age may be admitted as unclassified students provided they secure the approval of the dean. They must give evidence that they possess the requisite information and ability to pursue profitably, as unclassified students, their chosen subjects.

An applicant for admission to the University who is not a legal resident of Illinois is required to present with his application for admission to the University, except as an unclassified student, satisfactory evidence that he maintained at the school or college which he last attended prior to seeking entrance to the University a full schedule of studies with a scholastic average at least ten percent above the passing grade of such school or college. In case of records which are not kept in numerical grades but in literal or other systems of grading this requirement will be interpreted to mean an average of one grade above the passing grade.

No one may enroll as an unclassified student in the University for more than two years, except by special permission, application for which must be made to the dean.

ADMISSION FROM UNACCREDITED OR UNRECOGNIZED SECONDARY SCHOOLS

Graduates of four-year non-accredited or non-recognized secondary schools in Illinois who have satisfied the full requirements for admission to the University may be admitted on probation without examination upon recommendation of the principal.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken. Advanced standing will not be given for any part of the senior year.

A student who has been dropped from another institution may not enter here until such a time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

All cases of desired advanced standing or credit are dealt with on the principle of equivalence of work and term hours.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No student is given the diploma or degree of the University who has not completed one full year of work in residence. The senior year must be taken in residence at this college.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

On and after September 1, 1935, students will be required to meet the current requirements for graduation regardless of what the requirements were at the time of their admission.

REGISTRATION

Saturday, September 12, 1931, and the three following days constitute "Freshman Days," which are devoted to introducing the new student to the life of the Teachers College. The program includes registration and enrollment, addresses by members of the faculty, brief tests in English, history, arithmetic, spelling, and general intelligence, devotional exercises on Sunday, and a series of social entertainments. All freshmen should assemble in Capen Auditorium at 8:00, A.M., Saturday. Upper-class students are due on Tuesday. Classes begin on Wednesday.

New students should be present in the morning of registration day to register in the office, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enroll in their various classes, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments. In the first summer term the first Monday also is a registration day.

Students upon arrival in Normal on registration day should come directly to Capen Auditorium at the University.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of the first two years of any curriculum provided that student teaching is elected in the second year in place of starred courses. The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula.

Candidates for graduation shall, at the beginning of the year in September, file with the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the Dean.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade higher than 74. No person may receive the diploma or the degree from this institution unless he has completed a full year (12 credits) of resident work.

Students who lack no more than four credits of completing their curriculum participate in the Commencement functions in June and receive their diplomas upon the completion of their work in the ensuing summer terms.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the eighth week of the spring term.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares every kind of teacher required for the public schools of Illinois.

The curricula of the University are organized in conformity to the Illinois Certification Law. Certificates may be issued to candidates who have passed the examinations prescribed by the State Examining Board, or to those who have done a required amount of work in teachers colleges or other higher institutions recognized for the training of teachers.

The Illinois State Normal University provides curricula and specific courses required for the various kinds of certificates.

Diplomas, granted at the end of two years of work in curricula A, B, K, KS, L, M, N, and O, entitle the holder to receive a limited state elementary certificate good for four years and renewable indefinitely. This certificate is good for teaching the first two years of high-school work if endorsed by the county superintendent.

The special kindergarten-primary certificate, good for four years and renewable indefinitely, may be obtained by completing the first two years of curriculum C. It is issued on the basis of the diploma from this curriculum.

Special certificates, good for four years and renewable indefinitely, may be obtained after completing two years' work and securing a diploma in any of the curricula D, E, F, GM, GW, H, I, J, in music, art, industrial arts, home economics, agriculture, commerce, and physical education. Certificates may also be obtained for such particular high-school subjects as are pursued in these curricula. In addition to the special certificate students completing these special curricula may obtain a limited state elementary certificate by taking six major elementary subjects chosen from curricula A, B, or N.

Limited state high-school certificates, good for four years and renewable indefinitely, may be obtained after completing four-year curricula D, E, F, GW, GM, H, I, J, K, M, or O.

Students who have completed two years' work in the teachers college may be admitted to the examination for this high-school certificate.

Limited state supervisory certificates may be obtained upon the completion of one of the four-year curricula, provided that the applicant has taught successfully for four years in the common schools.

Any student who contemplates securing a life certificate may obtain the necessary information by consulting the Dean or Registrar.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 12 credits necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7000 people. It adjoins Bloomington, a thriving city of 31,000 population. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University, the oldest state institution for the training of teachers in the Mississippi Valley. Situated as it is in the geographical center of Illinois it is strategically placed for convenience of access and for future development.

Normal and Bloomington are on three railroad systems, the Chicago and Alton, the New York Central, and the Illinois Central. There are also the interurban lines of the Illinois Traction System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois.

Lake Bloomington to the north of Normal, the park, the grove, and the golf-links at the south side of Bloomington added to the facilities of the beautiful and spacious university campus of fifty-six acres afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are distinctly literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

The situation is healthful, the site high and well-drained. The town of Normal is provided with excellent water, sewers, paved streets, gas and electric lights. Commodious homes with ample accommodations for 1,500 students stand within easy walking distance of the University. An electric railway with cars every eight minutes and a bus line connect Normal and

Bloomington. Twelve railroad lines radiating from Bloomington make it one of the most accessible cities in Illinois.

State highways 2, 4, and 39 intersect at Normal and a great system of cement highways leading to all parts of the state center at Bloomington.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

HOW TO REACH NORMAL

The Illinois Central and the Chicago and Alton go through Bloomington and Normal and the Big Four and the Nickel Plate through Bloomington. Whenever it is possible, students should buy their tickets and check their baggage through to Normal. Students coming to Bloomington on the Big Four or Nickel Plate are advised to check their baggage to the Chicago and Alton Junction in Bloomington; they may then leave the train at this station and recheck their baggage to Normal at a cost of ten cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Chicago and Alton, the Big Four, the Nickel Plate, or the Interurban lines of the Illinois Traction System may reach Normal by street cars. These run from all railroad stations to the Court House Square, where a transfer may be taken to the Park Street cars, or to the Main Street and Fell Avenue bus line, all of which run to the University. The electric railway station is on the campus.

LIVING CONDITIONS

Modern rooms large enough for two persons rent for prices ranging from \$4.00 to \$6.00 a week. Similar single rooms rent for \$3.00 to \$4.50 a week. Accommodations for light housekeeping can frequently be secured. The average cost of rooms with light housekeeping privileges is \$3.00 a week for each student.

Board costs \$4.50 to \$5.50 a week, and may be obtained in private homes and at various public eating places.

Both the Dean of Women and the Dean of Men assist students to secure accommodations through correspondence, and students should never engage room or board by correspondence without their approval. Living arrangements off of the campus can be made better after arrival than by letter, however, for there are always rooms available on the opening days of college.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for young women attending the University. It is primarily a residence hall for freshmen women. Besides the freshmen women there are twenty-one honor residents who, having attended the teachers college for at least three terms, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms in Fell Hall should address the Head of Fell Hall for a floor plan and a statement of rules governing the renting of rooms there. The cost of board and room in Fell Hall averages \$8.00 a week.

HOUSING REGULATIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

SOCIAL AND PERSONAL DEVELOPMENT

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The college holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop many valuable qualities in the student which constitute the teaching personality of the teachers college graduate.

SOCIAL REGULATIONS

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Faculty and student committees attempt to direct the social life of the campus in keeping with the best social usage. The *Student Handbook* makes specific suggestions for the conducting of social events so that they may represent the highest level of social participation.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc. are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless

the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

HABITS AND IDEALS

The habits of students are carefully noted. Industry, integrity, and refinement are valuable both as ends in themselves and for the rewards which they bring. Conformity is good, but conformity which springs from the spirit of conformity is better. The University therefore regards the development of right habits, ideals, and attitudes as a part of its work, but it is mindful of the fact that cases may arise in which its primary duty is self protection. It never hesitates to act promptly in such cases.

PHYSICAL WELFARE OF STUDENTS

Thoughtful people are recognizing as never before the value of health as a basis for success in life. The man or woman who cannot stand the strain is poorly equipped for life's work. Childhood and youth is the time to lay the foundation of sound health. For this reason, the University lays great stress on physical education. Its work for the physical welfare of the student includes the following:

(a) Free physical examination of all students to discover what the students need to do to secure natural and healthy development.

(b) Instruction in personal hygiene required of all students in connection with physical education.

(c) A two-hour course in physical education required of all freshmen and sophomore students. A woman physical director has charge of the work for women, and a man physical director has charge of the work for men. There are in all ten instructors and professors in physical and health education.

(d) Intra-mural sports open to all students both men and women.

HEALTH SERVICE FOR STUDENTS

The University employs a full-time physician and a nurse who teach health education and direct and supervise the health service of the institution. An office is maintained and regular office hours are observed for the benefit of the students. No charges are made for these services.

A general examination is given each freshman girl and advice as to correction of habits and defects is given. These students are given the opportunity to return during the closing weeks of the spring term for a check on the correction of physical defects.

Special examinations are given as follows:

- A. At intervals special foot examinations are made of students who take work in the gymnasiums.
- B. Heart and lung examinations are given for those electing sports.
- C. For the control of communicable diseases it is necessary and advisable to inspect certain groups of students who have had a possible exposure.

Vaccination against smallpox is urged. Diphtheria toxin-anti-toxin and cold vaccines are given when requested.

Ordinary office calls which consume most of the time of the physician consist of consultations with students who need medical attention. The object is to safeguard the health of students. Calls are made by the university physician whenever students are ill at their rooms.

Special lectures are provided as follows:

- A. A course of lectures on personal hygiene is given, in the fall quarter, to freshman girls.
- B. By special request lectures on health topics are given to school organizations.
- C. Special speakers and moving picture films for the promotion of health education are secured for various occasions.

STUDENT SOCIAL LIFE

The University has an interesting and full calendar of social functions during the year. These gatherings, varied in character as they are, are intended to serve the needs and interests of every student. A hearty welcome awaits each one who comes to the social affairs of the school.

The first affair of the year is a reception, usually on the first Friday evening of the autumn quarter, given by the Faculty to all students. The drawing room of Fell Hall, where the gathering is held, furnishes a hospitable atmosphere for new students and former students, for new and former faculty members to make new friendships and renew old ones. Another general informal party is necessary, however, and this second one is usually taken over by the students. An organization such as the Varsity Club, the Women's Athletic Association, the Women's League, or the Young Women's Christian Association sponsors the so-called "mixer," or two or more of these groups cooperate.

The Y. W. C. A. does much to promote good-fellowship during the early weeks and to welcome its new members at a most impressive Recognition Service followed by a delightful party.

For those who enjoy dancing, the school sponsors a series of dances in the Gymnasium. Some are matinee dances directed by members of the division of physical education, and instruction is given to those who care to learn. Other dances are given by various organizations of the school.

The social activities of commencement week are a fitting climax of the year's social program.

FELL HALL AS A CENTER FOR STUDENT SOCIAL LIFE

While Fell Hall is primarily a home for the residents who room and board there, it is also a social center for the whole student body. The living room is used for teas, for club meetings that are social in their nature, and for school parties of a more formal sort.

There is no fixed rule about the use of the building; each individual request is decided on its own merits by consultation with the Head of the Hall, but generally it is impossible for one organization to use the building more than once during each school year.

The larger and more informal parties are usually held in the Gymnasium, while the homelike atmosphere of Fell Hall is reserved for more formal functions.

The Head of the Hall and the Matron are glad to help in all details of the party.

FEES AND EXPENSES

Tuition is free to all who pledge themselves to teach in the schools of Illinois for a period equal to their attendance here. For all others the tuition fee is twenty-five dollars a quarter in addition to other fees.

Registration Fee: Three dollars for each quarter if paid on a registration day, four dollars at a later date; for each summer term a fee of two dollars is charged on registration day, three dollars at a later date.

Students holding township scholarships under the Lindly Act and ex-service men are exempt from tuition and registration fees.

Athletic Fee: Two dollars for each quarter; for each summer term one-half of the foregoing fee is charged.

Library Fee: One dollar for each quarter; for each summer term one-half of the foregoing fee is charged.

Towel Fee: One dollar a quarter for all who use gymnasium showers.

Laboratory Fee: In chemistry and home economics, one dollar to three dollars a quarter for each course, but never exceeding the cost of the special material used.

Shop Fees: In art and industrial arts, not to exceed cost of material.

Typewriter Fee: One dollar a quarter.

Voice Lessons: Private lessons, one dollar for each period.

Change of Program: After third day, one dollar.

Late Enrollment: One dollar per course for students who register without enrolling.

Additional Transcripts of Record: After first copy, one dollar.

Student Activities Fee: Three dollars a quarter and one dollar and a half for each summer term.

Fees and tuition must be paid the first day of the quarter or term. If a student leaves school within one week, fees are refunded. If a student paying tuition leaves school during the first half of the quarter or term, half of the tuition is refunded, but none of the quarter fees.

OTHER EXPENSES

Lockers in the Main Building may be rented from the registrar at twenty-five cents a quarter in advance. A deposit of fifty cents is required for key padlocks, one dollar for combination padlocks.

Textbooks and ordinary stationery may be bought at the university text-book library at a price averaging eight percent above net wholesale cost; or books may be rented usually at twenty-five per cent of their ordinary retail price. Students are advised to keep the textbooks in advanced courses.

For students who pay all of their expenses, the average cost of board, room, books, stationery, fees, and all other expenses connected with their life as students is \$360 for 36 weeks.

AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Student's Loan Fund, from which students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

The Annie Louise Keller Scholarship Fund of \$150 is loaned without interest to properly qualified students. This fund is administered by a committee made up of the President, the Dean of Women, and the Chairman of the Student Council.

The Faculty Women's Club has established a loan fund for women students. The amount of the loan may not exceed one hundred fifty dollars. The fund is open to women who meet the standards required by the club.

Many students secure employment which enables them to meet part of their expenses. For such employment women students should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with an employer. Men should confer with R. H. Linkins, Dean of Men. Students who are supporting themselves in whole or in part may not carry the full quota of studies without special permission obtained from the Dean; such permission may be granted if the student's standing in every subject is above 80.

STUDENT ACTIVITIES AND ORGANIZATIONS

THE STUDENT COUNCIL

The Student Council is a representative body made up of one delegate from each other student organization in school. Such a personnel makes the body very representative, for it can truly speak for all the students in school. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the faculty.

The Student Council appoints certain of its members to function with the Dean of Men and the Dean of Women as the date book committee. This committee has supervision over the social program of the school year. During the first or second week of the fall quarter it plans the dates for the social affairs of that quarter. Before the close of the fall quarter it makes out the social calendar for the remainder of the year. For the minor parties, the Dean of Women, makes the reservation in the school datebook which is kept in the Dean's office. Thus no date for a student affair will be entered in the datebook without the approval of the Student Council acting through the Dean of Women.

The Student Council acts as a nominating committee for all general school offices. The third Thursday of the fall quarter and of the spring quarter is an election day for class officers and general officers of the student body.

THE WOMEN'S LEAGUE

All of the women of the University form the Women's League. Every freshman, sophomore, junior and senior girl, by reason of the fact that she is a student at the Illinois State Normal University is a member of the League. As stated in its constitution its object is to create a spirit of unity among the university women; to develop a sense of responsibility toward each other; to cooperate with the administration in its efforts to make and to keep high social and ethical standards; to encourage the women of the school to make their citizenship operative.

The freshmen girls come in contact with the fellowship committee, which is responsible for the work of the "Big Sisters" who seek to be friends to the new girls, and to help them to become adjusted to college life.

The social committee plans several large social events, and numerous smaller affairs, and seeks to promote real cultural and social opportunities for all the women of the school. In cooperation with the Varsity Club, early in the fall quarter they sponsor an all-school party where old acquaintances are renewed and new ones are formed. In the winter quarter an all-girls' party brings all of the girls of the teachers college together. In the spring quarter, Fell Hall generously opens its doors for the women's league formal.

The citizenship committee is an enthusiastic group of girls especially interested in studying civic questions. They are a College League of Women Voters and every girl in the school who wants to learn more about the duties and privileges of citizenship may join this committee.

In fact, every girl in school may be allied with any one of the committees of the League and so help to unify the life and the activities of the women of the University.

The chairmen of the different committees together with the officers constitute the Executive Board of the Women's League. It is the governing body of the League and is responsible for planning most of the work which the League attempts. Among other things it arranges the forum program which brings able and distinguished women speakers who address the women of the school on subjects of cultural and civic value.

The central board is the executive board with the presidents of the twenty-districts into which the student population is divided. The central board makes connection with every girl in school, officially represents her interests, and enables her to participate in the functioning of the organization.

Everything which touches the life of the women of the teachers college is of interest to the Women's League. The upper-class women welcome the freshmen women into their activities and invite them to cooperate in all their undertakings.

THE VARSITY CLUB

In the spring of 1919 the Varsity Club was organized as a group of men on the campus, pledging themselves to promote the most wholesome sort of good fellowship among the men on the campus, to bring more

men to Illinois State Normal University, to support athletics and all worthy enterprises and to stand for all of those things which tend toward a fuller manhood in its broadest meaning.

At the beginning of each year the Varsity Club joins with the Women's League to give an all-school get-together party on the campus, or in the Gymnasium. This is followed by a stag party for the new men, several all-school parties and a number of functions which are for Varsity Club men only.

To show appreciation to the men of the football team the varsity men tender a banquet to the squad at the end of the football season.

For the spring quarter, in addition to a number of dances the varsity men plan other more pretentious things. One of the big events of this quarter is the Varsity Club Founders Day Banquet which not only commemorates the founding of the club but gives formal recognition to the basket ball team.

Early in the spring quarter the varsity men are hosts at their most elaborate function, a dinner dance at the Maplewood Country Club.

By faculty action the week end of the second week in May was established as a Varsity Club Week End. On Friday night of this week the Club stages a competitive stunt show in which individuals and the different organizations of the campus compete for trophy cups. On Saturday various kinds of social activities are planned, and on Sunday a special Mothers' Day service is held in the auditorium. The Club hopes that the students will make a special effort to have their parents visit the University at that time.

During the last few years the Club has sponsored a picnic dinner and dance held at the Maplewood Country Club late in the spring quarter. This function is in the nature of an all-school party at which the men of the University who have won honor for themselves and the institution by their attainments in the fields of debate, oratory and extempore speaking are guests. At this banquet the men who have represented the University in spring sports are also guests of the Varsity Club.

The varsity men make a special effort to meet all new men. Each man who enrolls in the University is cordially invited to become an active factor in furthering the ideals of the Varsity Club.

NEWMAN CLUB

The Newman Club was organized in December, 1928. At that time a group of Catholic students met and organized under the name of one of the most eminent scholars of the church, Cardinal Newman. Its purpose is to bring the Catholic students of the University together in a social way and strengthen the bonds of friendship among them.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y. W. C. A. in the world. From the time it was organized in 1872 by a small circle which met in the "White Room" of the Main Building, the Association has sought to help the girls of the school

strengthen their ideals of religion and service through study and active work.

Any girl of the school may be a member of the Y. W. C. A. provided she is in sympathy with the purpose of the Association.

Soon after the opening of school in the fall an opportunity is given new girls to become acquainted with the Association and to become members.

Regular meetings of the Association are held each Wednesday evening in the kindergarten room. These meetings are either hours of worship, times for discussion of personal, social, or religious problems, or hours of enjoyment of music and poetry.

The Association purposes to link each woman student with the church of her choice in the community. Student classes are found in each Sunday School.

The girls render friendly services to the Baby Fold and to the Illinois Soldiers Orphans Home, as well as to the women of the school.

The social program includes hikes, parties and teas.

One hundred fifty dollars is sent each year to help in the national and world work of the organization.

Each spring there is a cabinet council held at some college in this immediate vicinity.

Every summer delegates are sent to a student Y. W. C. A. conference at Lake Geneva, Wisconsin.

Every two years a national convention is held.

The Association is supported by voluntary subscriptions from the alumnae, citizens of the town and faculty; by dues and by sales of Japanese goods.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among the college women of America. It aims to achieve this great ideal through the physical, mental, and social development which women gain in playing games together. Therefore the Women's Athletic Association is promoting a campaign of more extensive athletics for women. The women of the University play for the fun they get from playing the game, not for any award or reward.

The program is wide and varied enough so that every girl in the University should find something which she likes to do and each girl is invited to do whatever she likes to do best. The fall program introduces hockey, soccer, tennis, volleyball, horse shoes, dancing, and hiking. The winter brings baseball, dancing, bowling and hiking. The spring offers archery, golf, tennis, horse shoes, volleyball, baseball and dancing.

To become a member of the Women's Athletic Association it is necessary:

- (1) To attend at least three-fourths of all the practices in at least one sport prior to the initiation of that term.
- (2) To signify an interest in the organization.

Every woman, whether she is a member of the organization or not, is cordially invited to attend all of the games and practices.

The Women's Athletic Association entertains all the women of the University with an all-girls dance twice during the year.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time for the autumn, winter or spring quarter becomes a nominal member of one of these societies.

Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

From among its active members each society chooses persons to represent it in competition against the other society in an annual Philadelphian-Wrightonian contest. The contest is held the second Friday after the Christmas holidays. Debate, oration, extemporaneous speaking, reading, vocal music, and instrumental music are the numbers contested. Each number won gives the society one point with the exception of the debate which gives two. The society winning the greater number of points wins the contest.

ATHLETICS FOR MEN

The Illinois State Normal University stands for the highest type of good sportsmanship in the various phases of athletics.

The University is a member of the Illinois Intercollegiate Athletic Conference comprising practically all of the colleges of Illinois except the members of "The Big Ten." This conference is popularly known as "The Little Nineteen." Intercollegiate games are played with representative colleges of the conference during the year. The football schedule for 1931 includes eight contests with strong college teams of the conference.

Besides the intercollegiate contests numerous intra-mural games and tournaments are scheduled throughout the year. This type of activity gives every man in the University an opportunity to participate in collegiate athletics.

The University is unusually well equipped to give training in all phases of athletic sport. Seven out-door tennis courts are available for use a large share of the time during the fall, spring and summer quarters and one indoor court, located in the McCormick Gymnasium, is available at any time when there is not a class on the floor.

The new quarter-mile track is one of the fastest in Illinois. The course itself is 24 feet wide for 220 yards, with a finish stretch of 120 yards, on the straightaway.

Everyone is given an opportunity to participate in his favorite sport. Football, basketball, baseball and track are the four major sports of the University. Besides these one may play indoor or playground ball, volley-

ball, pitch horse shoes, engage in tumbling or advanced apparatus work in the gymnasium or enter into almost any kind of individual or team activity.

All men of the school are urged to avail themselves of the opportunities afforded them for athletic development. Each man who is doing passing work in at least twelve credit hours of work a week is eligible to compete on university teams. The details concerned with the various sports should be discussed with the director of athletics.

Men with athletic ability are expected to participate in intercollegiate athletics if it is at all possible for them to do so. After registration they should get in touch with the coach at McCormick Gymnasium and enter their names on the athletic roster for the year.

The new Gymnasium is open throughout the year for men. The large gymnasium occupying the south two-thirds of the building is the men's gymnasium and is used throughout the year by classes in physical training and athletic contests. All freshmen are requested to report at the gymnasium director's office immediately after enrolling in their courses so that they may receive their locker assignments for the term.

The University offers a four-year curriculum in health and sports education to prepare coaches and physical directors for high schools and colleges. Faculty of this division now numbers eight professors and instructors.

DEBATING AND PUBLIC SPEAKING

The Illinois State Normal University is active in the field of speech. Each year the Edwards Oratorical Contest is held in February. The contest consists of two divisions. Three declamations and three orations are given. The person ranking first in declamation is awarded a gold medal, as is also the person ranking first in oratory. Tryouts for places in the contest are held early in February. The winners of the Edwards Oratorical Contest participate in the State Oratorical Contest of Teachers Colleges, and the person winning first place in oratory in the state contest represents Illinois in the Inter-State Oratorical Contest of Teachers Colleges.

The University also belongs to the State Inter-Collegiate Oratorical Association, which is composed of many of the colleges of liberal arts of the state and a few other educational institutions. This organization conducts an oratorical contest for both men and women each year.

Students interested in platform reading or oratory as extra-curricular activities should consult the teachers of speech early in the fall quarter regarding the rules under which these activities are conducted.

All students in good standing are eligible to participate in intercollegiate debating. Each year the University participates, through its teams, as a member among nine colleges and universities in the Illinois Intercollegiate Debating League. In addition to these regular debates several debates are scheduled with other colleges. These debates are scheduled with women's teams as well as with men's. The University has two debating clubs, one for men and one for women, each of which meets one evening per week. Participation in intercollegiate debating is

an essential in eligibility to Pi Kappa Delta, the national honorary forensic fraternity.

In addition to the work offered in debating and oratory and the literary societies, an annual Livingston-Cup contest in extempore speaking is held. Three contestants are chosen in a try-out of unlimited number to compete for first place. In addition to receiving the cup as an award, the winner represents the University in the Illinois Teachers College Contest. The winner of this contest represents the state of Illinois in an inter-state contest of teachers colleges.

THE UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived from bringing the student body in contact with the leading thinkers of the day, and with the best that is available in the fields of music, drama, and the allied arts. A committee consisting of faculty and student members constitutes a Lecture Board which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee which is paid by each student at the time of registration.

Through the agency of the Lecture Course, the university community has been fortunate to hear such speakers as Booker T. Washington, the late Ex-president William Howard Taft, Judge Ben Lindsey, Ex-governor William B. White, Maurice Hindus, Mrs. Patrick Campbell, Ruth Draper, and many other leading thinkers. In the field of music there have been brought to our auditorium artists of the calibre of Tito Schipa, Lawrence Tibbett, Guy Maier, Lee Pattison, the Russian Symphonic Choir, Anna Case, Florence MacBeth, the Kedroff Quartet, Marion Anderson, the English Singers, and other outstanding artists in the field of music.

Plans for the Lecture Course for the 1931-1932 season contemplate even greater opportunities than those of the past few years.

UNIVERSITY PUBLICATIONS

The year-book at the Illinois State Normal University is called the Index. The editor who is elected in the spring is allowed to carry only three majors during the year of his editorship, but is granted one credit in Journalism or English for his work. Members of the staff are appointed by the editor.

The publication is financed by funds granted by the Apportionment Board and by the sale of the Index, the cost of which is reduced to the lowest possible figure. For two years the plan of having no advertising in the book has proved satisfactory. Organizations do not pay for their pages or pictures in the Index, this cost being met by the apportionment. The book usually contains about three hundred pages.

The Vidette is a weekly eight-page newspaper published by the students of the University and of the University High School. It attempts to carry all the important news of the campus and to reflect student life at the Illinois State Normal University. The editor, chosen by popular vote at the annual spring election, appoints a staff of assisting editors.

Most of the reporting and writing for the Vidette is done by members of the class in Journalism. This course is offered every term and is open to students who have carried approved courses in English. Subscription to the paper is included in the student activity fee.

The Alumni Quarterly is a 26-page magazine whose purpose is to keep alumni in touch with the life of the institution.

PLAN FOR FINANCING STUDENT ACTIVITIES

1. A fee of \$3.00 per quarter is charged each student in the Teachers College, in return for which such student receives the Vidette and a ticket entitling him to admission to all regular entertainments of the lecture course, all inter-collegiate debates, the Edwards Medal contest, the inter-school oratorical contests, the inter-society literary contest, all entertainments of the Choral Club, and all moving pictures shown by the school. High school students pay a student activity fee of two dollars.

2. An athletic fee of \$2.00 per quarter is charged each student, entitling him to an athletic ticket constituting part of the student activity ticket and admitting him to all inter-collegiate athletic contests held out of doors on the campus, to the inter-society basketball contests and to all other athletic contests of the college held in the Gymnasium. Similarly, the student activity tickets issued to high-school students admit them to all high school athletic contests held in the Gymnasium.

3. Each student activity ticket issued bears the name of the student owner, and is non-transferable. Any ticket presented by anyone other than the one to whom it was issued, is taken up and the owner deprived of the privileges to which the ticket originally entitled him, unless the transfer occurred through no fault of his own.

4. There is a board of six members, known as the Apportionment Board, consisting of the President and two other members of the faculty, appointed by the President, two students elected from the Junior class by the student body, and one representative of the University High School, which administers the funds accruing from the quarter fees for student enterprises. Persons who have a part in the official management of these enterprises are ineligible to the Apportionment Board.

HONORARY FRATERNITIES

KAPPA DELTA PI

Mu Chapter of Kappa Delta Pi was installed at the Illinois State Normal University on March 4, 1922. This organization is an honorary educational fraternity aiming to promote higher ideals among those engaged in teaching. Membership is by election of the active chapter and is based largely upon scholarship. A student must have completed twenty-eight major credits with an average grade of at least 85.7 before being given consideration for membership. The society awards each year a gold medal to the sophomore with the highest record for scholarship during the first five quarters of scholastic record. For some years the local chapter has maintained a loan fund for the purpose of assisting members to finish their course of study.

THETA ALPHA PHI

Illinois Delta chapter of Theta Alpha Phi was installed at the Illinois State Normal University on April 11, 1926. The society is classed as a national honorary dramatic fraternity and aims to foster collegiate and community dramatics. Membership is by election of the active chapter when certain accumulated participation in college dramatic productions has been acquired.

GAMMA THETA UPSILON

Alpha chapter of Gamma Theta Upsilon was established at Illinois State Normal University in June, 1928. This fraternity is classed as a professional organization in which membership is secured only on the basis of work in the field of geography. Gamma Theta Upsilon is creating a loan fund for furthering study in the field of geography.

PI OMEGA PI

One of the most recent fraternities in Illinois State Normal University is Theta chapter of Pi Omega Pi, national honorary fraternity for commerce students, organized in June, 1928, with a membership of fifteen students and five faculty members. The purpose of this fraternity is to promote intelligent and enthusiastic interest in the world of commerce and to foster ideals of service in the teaching profession.

GAMMA PHI

Illinois Alpha Chapter of Gamma Phi was installed at Illinois State Normal University during the winter term of 1930. Gamma Phi is a physical education fraternity maintaining a very high standard for membership qualification. The objectives of Gamma Phi are: to promote the interest of physical education among the students of the University, to honor gymnastic excellence in the individual members of the student body and the faculty of the University by election to membership. Gamma Phi is under the direct supervision of the director of physical education.

PI GAMMA MU

Illinois Theta Chapter of Pi Gamma Mu was formed here in June, 1930. It is a national social science honor society founded for the purpose of encouraging young men and women in the scientific study of all social problems and of promoting cooperation among the several branches of social science. Its charter membership at this institution numbered thirty-four. The requirements for membership are that the individual be a junior or senior, having completed eight credits of social science work with a grade averaging 85 or more.

PI KAPPA DELTA

The University possesses a chapter of Pi Kappa Delta, a national forensic fraternity. Students who have done superior work in inter-collegiate oratorical contests and debates are eligible for membership in the fraternity. The organization does much to create interest in oratory and debating and to improve the quality of the extra curricular

work in speech done on the campus. Helpful ideas and inspiration are gained each year from the hundred other chapters of Pi Kappa Delta located in American colleges and universities scattered all the way from Maine to California.

The University sends complete delegations to the provincial and national speech tournaments conducted biennially by Pi Kappa Delta. At these great literary meets there are oratorical contests for women and for men, extempore speaking contests for women and for men, debate tournaments for women and for men, together with lectures upon problems relating to effective speaking. During the past few years speakers from the University have participated in all the events of the literary meets conducted by Pi Kappa Delta at Oshkosh, Wisconsin, Wichita, Kansas, and Tiffin, Ohio. The record which local speakers have made in these meets has been gratifying.

KAPPA PHI KAPPA

At the last general assembly of Kappa Phi Kappa a charter for the Alpha Tau Chapter was granted to the Illinois State Normal University.

This fraternity, founded in 1922 at Dartmouth College, is a professional educational fraternity confining its activity to institutions with well developed departments of education. This fraternity has now a membership of over 5,000 with chapters at leading institutions both in the East and the West. Membership is limited to men who are taking or have taken courses in the departments of education and psychology, and includes graduate students and faculty members. The purpose of the fraternity is to promote high standards and ideals in the field of education and to promote a close cooperation by students who show themselves especially proficient and promise to become leaders.

Membership is dependent upon high scholarship in educational courses and on desirable traits of personality, including good character.

Installation of the Alpha Tau Chapter at the University occurred on May 2, 1931, when a group of twenty students, selected on the basis of their scholarship and standing, and seven members of the departments of education and psychology, were initiated into the fraternity.

MUSICAL CLUBS

The University Choral Club meets twice each week. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas. There are four glee clubs, two for men, two for women. The University Orchestra gives students who play upon an instrument an opportunity for practice in concerted playing. The University Band numbering about thirty-five members receives instruction upon band and orchestral instruments.

OTHER UNIVERSITY CLUBS

The Dramatic Club (The Jesters) presents one or more plays each year.

The Latin Club discusses at its meeting the civilization and institutions of Ancient Rome.

The French Club meets monthly for French conversation and a study of French life.

The Science Club holds monthly meetings, at which papers are read dealing with scientific questions.

The Euclidean Circle discusses new features in the development and teaching of mathematics.

The Nature Study Club discusses ways and means of extending and popularizing the nature-study movement.

The Social Science Club, consisting of persons majoring in the social sciences, meets five times a term to hear and discuss papers dealing with their special field.

The Hieronymus Collegiate Chapter of the American Country Life Association discusses problems of community life and the means and methods of promoting better communities.

The Kindergarten Club meets once a month to discuss problems relating to early childhood education.

The Primary Teachers Club discusses problems of the primary grades.

The Varsity Club is an organization of the young men to promote a healthy social and intellectual life within the institution.

The Home Economics Club meets semi-monthly to discuss problems relating to the household.

The Commercial Club of one hundred members meets monthly for discussion of topics pertaining to the world of trade.

The Hopkins Agricultural Club has been organized to study the Illinois System of Permanent Soil Fertility and to discuss other questions of interest in agricultural communities.

The Press Club is an organization of students who have taken the course in journalism and who wish to continue informally the study and practice of journalistic writing.

The Maize Grange meets monthly to discuss problems of educational and economic welfare to people of the rural communities.

ATTENDANCE, SCHOLARSHIP AND CREDITS

ABSENCE FROM CLASSES

The following are the regulations of the University concerning absences:

1. When a student has been absent from one or more classes, he should obtain an excuse blank, fill it out, have it signed by the Dean, the dean of women, the dean of men, or the head of Fell Hall, or, if for illness, by the school physician, and present this excuse to each teacher from whose class he has been absent. If he is absent from General Assembly, he should finally file this excuse in the Main Office. A student's illness must be reported to the school physician by his householder at the time of illness. Every absence demands an excuse. No cuts are allowed. Tardiness requires an explanation to the teacher.

2. Absence from classes immediately preceding or following vacations forfeits membership in such classes until reinstatement by the

Dean, unless such absence was arranged for in advance with the Dean. Friday and Monday absences should be arranged for in advance.

3. Work omitted because of absence from class must be made up by the student upon returning.

4. All former students in good standing may obtain, at any time, a certificate showing studies pursued and work accomplished.

CREDITS AND THEIR MEANING

By the term credit is meant the amount of work done in a term of twelve weeks in a subject requiring daily preparation by a student carrying four studies and reciting four times a week in each. This is called a major credit or one major. A major is equivalent to four term hours or two and two-thirds semester hours. In case of transfer to an institution in which the standard load for 36 weeks is 30 semester hours, a major credit is evaluated as two and one-half semester hours. To earn the standard two-year diploma the attendance required of the typical student is six regular terms of twelve weeks in which 24 majors may be earned. High school graduates of good ability who come well prepared in English may expect to secure a diploma in 72 weeks. For the four-year curricula leading to a degree 144 weeks are required and 48 majors.

Major courses contain forty-eight lessons requiring outside preparation or laboratory work and count as full credits. Semi-major courses consist of twenty-four such lessons and count as half-credits. Minor courses require forty-eight lessons with little outside work, half-credit. Semi-minor courses contain twenty-four such lessons,—quarter credit.

RANK OF CREDITS

Credits in the Teachers College are of two ranks according to the character of the courses for which they are given. All the courses offered are divided into two classes.

Courses of Class 1 are for freshmen and sophomores and may be taken by high-school graduates and other students of demonstrated equivalent preparation. They are designated by the numerals 30-39.

Courses of Class 2 are for juniors and seniors. They are designated by the numerals 40 and above.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

1. Students are expected to choose one of the various programs of study and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean.

2. Every student is expected to take not more than four regular subjects, or their equivalent, nor less than three, not counting physical training. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students whose standing in all subjects is above 80 may take a heavier program with the approval of the Dean. Not more than four credits will be recorded unless the sanction of the Dean is obtained before the work is begun.

4. If a student fails to carry a study after continuing through half the quarter, he is required to repeat that study at the earliest opportunity.

5. If a student fails to complete a course in which his work is of good quality, he is expected to complete such course in the next term in which he is in attendance when the course is offered. If this is not done within a period of three years the entire course is to be repeated.

6. A student who fails in any quarter or summer term to make a passing grade in at least two major studies, or their equivalent, is placed upon probation for the succeeding quarter. In case he fails to carry three majors in the succeeding quarter, he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the Dean. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

7. Grades for scholarship indicate as follows:

90-100, Superior.

86-90, Excellent.

81-85, Good.

76-80, Average.

70-75, Fair.

0-69, Failure.

8. At the end of each month students who are failing in their work are reported to the Dean. Each student so reported must confer with the Dean and have his work adjusted to suit his ability.

9. Students who earn their expenses may not take more than three majors except by special arrangements with the Dean.

GENERAL REGULATIONS CONCERNING ATTENDANCE AND STUDIES

1. The student body is divided into sections designated by the same letters as the curricula followed. Different sub-sections in the larger curriculum groups are numbered by exponents as A¹, A². Each student should follow the program arranged for his sub-section.

2. Variations from the regular program chosen are permitted to unclassified students, and to others if there be special need of such change. Students who have become irregular in their programs or who contemplate taking electives should consult the Dean.

3. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

4. Requests for substitution of credits and for transfer from one curriculum to another should be addressed to the Dean.

5. The electives allowed include five years' work in Latin, four years' work in French, two years in German, and courses in methods for students who have already attained considerable proficiency in these languages.

6. Full credit is allowed for French and German in the Teachers College curriculum only in case a full year's work or more is completed. If a year's work has been done before, each quarter's work is allowed full credit.

7. No elective credit is allowed in Curricula A-O for a single term in Foods or Clothing; for two quarters one credit is given; for three quarters three credits.

8. No credit is allowed for less than one hundred twenty hours of bench work.

9. All classes recite four times a week in the regular quarters. In the summer terms of six weeks eight recitations a week are held in most subjects, thus enabling the students to complete the regular twelve-week courses in six weeks.

10. Two hours a week of physical activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

11. Students are expected, whenever it is possible, to enter school at the beginning of the quarter and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students. Unwillingness or neglect to conform to these requirements reveal defects in character that should bar one from teaching.

12. Students who return late from vacation shall forfeit two points of their standing in each subject for each day's delay in entering the class, unless it is attested by a physician's certificate that the delay in return was due to the illness of the student, to serious illness in the family requiring his presence, or to death in the family.

13. A student who withdraws before the end of a quarter shall secure a withdrawal permit from the Dean. The student may present the permit to each of his instructors, or the Dean may send notice to each instructor.

14. Early in the fall quarter, entering freshmen are given standard tests in arithmetic, English, spelling, reading, history, and general intelligence. Students found seriously deficient in arithmetic or English are required to carry certain no-credit courses in these subjects before entering the regular college classes in them.

TRAINING SCHOOL AND STUDENT TEACHING

FACILITIES FOR STUDENT TEACHING

The Illinois State Normal University is well equipped for student teaching. It has a campus training school consisting of the University High School; the University Elementary School, including a kindergarten and the first eight grades; a Cooperating Elementary School at the Illinois Soldiers Orphans Home, consisting of a kindergarten and the first eight grades; and three cooperating rural schools that are easily accessible. These schools offer training privileges for more than 400 students who may earn approximately 470 teaching credits each term. These schools require the services of 26 full-time training teachers, four principals, a supervisor for the elementary grades, a director of rural education, a superintendent of student teaching, and more than a score of the members of the Teachers College faculty who give part time to the supervision of student teachers.

CAMPUS TRAINING SCHOOL

The campus Training School enrolls approximately 235 high school pupils, 330 grade pupils, and 60 kindergarten pupils. Its staff consists of a well trained group of supervising teachers and general and special supervisors who not only supervise student teaching but also do demonstration teaching for the professional classes in the University. Moreover, the health of the children is protected by the service of a full-time nurse and the part-time services of a school physician.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. All students enrolled in this school other than those graduated from the University Elementary School and those presenting township scholarships, are charged a tuition fee. This school exists primarily for the purpose of furnishing prospective high school teachers and principals an opportunity to observe good teaching and to teach under adequate supervision in a high school which, in its equipment, course of study, and methods of instruction, exemplifies modern educational thought and practice.

The pupils are seated in a separate study hall and are in charge of a principal and nine high school teachers who give personal attention to the pupils' habits of study, attendance, deportment, and social life. These pupils recite in some of their classes to regular teachers of the University. In most of their subjects, however, they recite to student teachers of the teachers college who are under the direct supervision of the supervisor of their high school faculty. These pupils are provided with a well lighted and comfortably seated study hall and with modern laboratories and class rooms.

While the value of liberal culture receives due recognition in the arrangement of courses, it is recognized that the high schools must prove directly serviceable in preparing for efficiency in the useful occupations

of life. Accordingly the University High School is provided with five curricula, each four years in length, differing in the prominence that is given to subjects that contribute more or less directly to the cultural, professional, vocational, and physical needs of its pupils.

A special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. This school maintains debating clubs for boys and girls and three literary societies. All pupils who are not members of one of these organizations are required to do work in platform speaking. The high school maintains an orchestra. In addition, its students are eligible to join both the band and orchestra of the University. The high school has a boys' and a girls' glee club, both of which hold weekly rehearsals. This school maintains wholesome activities in all lines of athletics. Moreover, considerable attention is given to the social training of the pupils by means of school and class parties that are supervised by the faculty.

The University High School is fully accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the second floor; and the four upper grades occupy training units on the third floor. The training unit for each grade includes a large recitation room, a class room, an office, and a cloak room. This school has access to the University Library, two large play rooms on the first floor, a gymnasium, two large play grounds, and to the shops in manual training and home economics. The regular staff of the University Elementary School consists of a principal, eight critic teachers, head kindergartener, an assistant kindergartener, and a supervisor of the elementary school. It also has the part-time services of the supervisors of music, art, physical education, home economics, manual arts, and nature study.

From 120 to 150 student teachers are regularly assigned to student teaching in the University Elementary School. Each student teacher is responsible for a class for one period each day. The teaching period varies from thirty to forty-five minutes. All student teaching is supplemented by plan writing, illustrative teaching, student teachers' meetings, reading in the library, five regular demonstration lessons each term, and by frequent personal interviews with critic teachers and supervisors. One who teaches a regular class successfully one period daily for a term of twelve weeks is entitled to one teaching credit. One who teaches home economics or manual arts successfully when laboratory work is involved is entitled to one and one-half teaching credits because two periods are required for these courses.

For years the standards maintained in this school, which is largely in charge of student teachers, have compared favorably with the median standards of the grade schools of the country. This has been revealed by the use of standardized tests each year. While the results of these tests indicate a relatively fair scholarship on the part of the pupils, these tests are used primarily for the purpose of diagnosing the difficulties which the subject matter presents to the pupils and for discovering the marked individual likenesses and differences of the children. This information is used to enrich the methods of the student teachers and to improve the quality and consistency of their devices and technique.

KINDERGARTEN

The kindergarten offers a splendid opportunity for observing and teaching kindergarten children. The kindergarten-primary curriculum provides for two years and four years of training. Students who take this curriculum teach both in the kindergarten and in the primary grades of the Elementary School. Those who teach in the kindergarten are required to have enough knowledge of music to enable them to sing simple rhythms. Their applied training in the kindergarten consists of one term of observation and two terms of teaching. The practical work of the kindergarten consists of directing the use of such materials as blocks, paper, and textiles. It involves the direction and guidance of the play and constructive activities of children. Plays are adapted to the varying capacities and interests of children. The physical and social values of these games and plays are noted and the attention of student teachers is called to efficient ways of directing these activities. Opportunity is given to tell stories to the various groups of children, and ways and means of telling stories in an interesting way are emphasized. Moreover, emphasis is put upon the importance of observing the growth and development of young children from the standpoint of their physical, mental, emotional, and social characteristics. The interests of the children in the kindergarten are given considerable attention. The intention is to familiarize student teachers with the manual activities, plays, games, language, literature, music, and nature study that are suitable to children of this age. Moreover, considerable stress is put upon the nature and significance of the kindergarten curriculum. Students who participate in the work of the kindergarten have a rich opportunity to become acquainted with the cultural values of kindergarten training and to learn the more effective means of developing these cultural values economically.

COOPERATING ELEMENTARY SCHOOL

The Cooperating Elementary School at the Illinois Soldiers Orphans Home, located a mile and a half from the campus, is made easily accessible by buses that leave the university grounds every fifteen minutes of the school day. This school consists of a kindergarten of 60 or more pupils and an elementary school of more than 540 pupils. Indeed, this school has almost unlimited opportunities for student teaching. It is sufficiently large to meet the student teaching needs of the University. It is housed in a modern building which is adequately equipped for teaching

the regular subjects, including home economics, manual arts, and physical education. At present its regular staff consists of a principal, seven critic teachers, a regular teacher of manual arts, one for home economics, and an elementary supervisor. From fifty to seventy students are regularly assigned to classes in this school. Most of them teach or assist for a half-day period and if successful, earn two teaching credits. Those who teach sewing or music usually teach or assist for only two periods each day and consequently earn but one teaching credit. Because each critic teacher in this school has charge of two rooms, more administrative responsibility is offered the student teachers of this school than is the case in the campus school. Students who are successful in their student teaching in this school develop initiative in the control of the class room and confidence in their use of devices and teaching technique.

So far as is practicable, student teachers in the kindergarten and grades are required to earn one teaching credit in the campus training school and two teaching credits in the Cooperating Elementary School. Probably the campus school gives more attention to the method, devices, and technique of teaching, while the Cooperating School offers a better opportunity for developing confidence and skill in class-room management.

COOPERATING RURAL SCHOOLS

The cooperating rural schools are conveniently located to the University. The University furnishes transportation for the student teachers in these schools. Students who teach in the rural schools have a preparatory course that involves a careful analysis of the state course of study and the theory of rural-school management. This study is supplemented by observation of teaching and of management in the University Elementary School. Following this course, these students devote one-half day to student teaching in the cooperating rural schools. Here they have direct contact with the pupils taught. They prepare teaching plans, assist in guiding individual pupils in their preparatory work, and teach regular classes in the various school subjects. Opportunity is offered to apply practical rural sociology, help in play ground activities, to make assignments, to guide the pupils in the preparation of their lessons, and to become familiar with the basic principles of good teaching methods, the most effective devices, and to acquire an effective and consistent technique.

STUDENT TEACHING REGULATIONS

AMOUNT OF TEACHING REQUIRED

The number of teaching credits required of candidates for graduation from the two-year and the four-year curricula varies with the capacity and experience of the student teacher. Tentatively, all curricula, with the exception of the kindergarten-primary curriculum, provide for three teaching credits. In the kindergarten curriculum two teaching credits are earned in the kindergarten and two are required in the primary grades.

TEACHING EXEMPTIONS

Though the maximum number of teaching credits is tentatively required, it is not actually required of all candidates for graduation. The following exemptions are made when teaching capacity or experience warrant it.

1. An exemption of two teaching credits is made for six or more years of successful teaching experience, provided the candidate's first teaching credit in the training school is registered with a grade of 86 per cent, or more.

2. An exemption of one teaching credit is made provided the average of the candidate's first two teaching credits in the Training School is registered with a grade of 85 per cent, or more.

PROVISIONS FOR EARNING TEACHING CREDITS

A student may teach one hour a day for sixty days and thereby earn one teaching credit. He may teach thirty school hours and conduct laboratory classes for sixty hours and thereby earn one and a half teaching credits. He may teach and supervise for three or more hours a day for sixty days and thereby earn two teaching credits. He may supervise laboratory classes for sixty school hours and thus earn one-half of a teaching credit. Not more than one teaching credit may be allowed any student for supervising laboratory classes. In the rural training schools a student may teach three or more hours a day for thirty days and earn one credit or continue teaching for sixty days and earn two teaching credits.

PREREQUISITES OF STUDENT TEACHING

It is known that a good understanding of the principles and methods of good teaching will improve the student's teaching ability. In accordance with this knowledge, teaching in the training school is preceded by a course in educational psychology and one in principles, methods, devices, and technique. Moreover, a special method course which develops a knowledge of the fundamentals of the subject matter and of effective ways of presenting it is required as a prerequisite to teaching. A satisfactory record in professional courses, as well as in the academic course to be taught, are prerequisites to an assignment of a class in the training school.

In Curricula A, B, D, E, F, L, and M, Introduction to Teaching precedes educational psychology. In Curriculum N, Country School Management precedes psychology. In these curricula, three professional subjects are prerequisites to student teaching.

No student may be assigned to teach a subject in the training school that is outside his special field, unless he has had a special-methods course in the subject requested or has had successful experience in teaching it.

ASSIGNMENT OF STUDENT TEACHERS

The assignment of students to classes in the training school is usually completed two weeks before the beginning of each quarter. This gives

sufficient time for each student teacher to prepare and submit to his critic teacher a set of plans for teaching the first lessons that he expects to present.

TEACHERS' APPOINTMENT BUREAU

The Illinois State Normal University maintains an active program of teacher placement and, consequently, it endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. To insure efficiency in this service, there is provided a Placement Committee of five members of the faculty with the Superintendent of Student Teaching as its chairman. The school has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made a strong record in the academic departments and in the training schools are usually in demand. The Placement Committee attempts to serve both the candidates and the schools of the state by carefully selecting candidates with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

The Placement Committee is assisted in its work by a carefully organized system of records covering the work of the student in both his academic and professional courses. This committee has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates.

In order to meet the usual requirements of school superintendents, principals, and school officers, there is on file a complete report of each candidate's academic, professional, and student teaching record. This report supplies the following data relative to each candidate: age; teaching experience in the public schools; the curriculum pursued; college hours of training in major and minor subjects; academic record, in college hours, of each candidate; number of college hours in student teaching; relative ability of the candidate as indicated by a comparative study of his teaching and academic grades with those of all the candidates; and a comparative faculty ranking with that of other candidates; also, preference of the candidate as to the kind and location of position, the salary desired, and the minimum salary that will be accepted.

The University assists in placing many candidates in desirable positions each year. The total annual amount of the salaries earned by the candidates of each year's class amounts to more than a half million dollars.

The institution is anxious to help satisfy the needs of the public schools by developing efficient teachers and by assisting its candidates to positions for which they are best prepared.

EXTENSION AND CORRESPONDENCE WORK

CLASS EXTENSION SERVICE

PURPOSES OF EXTENSION WORK

For many years the Illinois State Normal University has given training to teachers engaged in schoolroom work as well as to those in attendance at the University. Eleven courses were offered in twenty-five centers in the school year 1930-1931.

The training of teachers in service is now a recognized part of teacher-training efforts and a regular activity of the Illinois State Normal University. As all work offered by extension is such as is regularly taught to resident students and under the instruction of regular members of the faculty of the school, extension courses offer the same credit as courses taken in residence. Teachers may earn one and sometimes two credits each school year while engaged in regular teaching.

The additions to educational practice and theory that are made each year in the scientific study of education make it advisable for wide-awake teachers to have access to the best and most pertinent of such contributions. Extension class teachers are in a position to carry to teachers in the field the results of the greatest advances made from year to year and help them to understand the principles and functions of new educational material and practices. The fact that many superintendents and teachers take extension courses for such a purpose and not with the desire for credit is an indication of the healthy growth of teachers in service.

Many teachers find that they need to do additional study in residence at some college and that certain prerequisites are needed. The extension service offers opportunities for securing credit in such prerequisites.

Teachers often find themselves with classes in subjects like history or social sciences for which they need more academic preparation or access to the late and stimulating material available. They find the extension class teacher able to give them added knowledge of content and to direct their reading in local or other libraries.

The State Examining Board places all credits earned by extension study on a parity with the credits earned in residence and recognizes study through extension classes as an indication of professional growth.

ORGANIZATION OF EXTENSION SERVICE

No courses are offered and no substitution of courses is permitted without the approval of the Dean. Permission to take courses without the usual prerequisites must be obtained from the Dean.

Instructors of extension classes meet with students after school sessions in the afternoon or in the evening, according to the preference of the group enrolled in a class. These classes meet fifteen times, usually a fortnight apart. Examinations and tests may be given from time to time. All students are required to be in attendance at each meeting

of the class unless there is a valid excuse for the absence. Absences in excess of three deprive the student of the right to a credit.

The local school system where classes are held is required to furnish a building and heat for the same without compensation. The class may meet in some public building where such free use of the building or room is permitted.

Classes are organized at the beginning of the school year. A day is assigned for meetings, usually two weeks apart, by the instructor, who must make an itinerary permitting him a reasonable assurance that his engagements may be met regularly. Classes do not meet on legal holidays and are completed before the opening of the Mid-Spring Term at the Illinois State Normal University.

EXTENSION CENTERS

Centers are usually organized at places designated by the county superintendents of schools or heads of city systems. Any responsible teacher or organization may initiate the movement to secure a center for a community. Centers are not organized in territory covered by other teachers colleges, that is to say west of the Illinois River or south of the Baltimore and Ohio Railroad from St. Louis to Vincennes, Indiana.

CREDITS BY EXTENSION

One credit is given for the successful completion of a course. This is equivalent to two and two-thirds semester hours or a major credit earned in residence at the Illinois State Normal University. Credits earned by extension study may be transferred to many colleges that accept such. Not more than one-fourth of the total of credits offered for the diplomas awarded by this University may be taken from a list earned by extension or correspondence study.

A fee of five dollars (\$5.00) is required for each course taken by extension. The fee is due at the second meeting of the class and must be paid early in the course. The fee is not returnable even though the student fails to attend meetings after making the payment.

SUBJECTS OFFERED BY EXTENSION

The subjects offered by extension change some from year to year and with changes in extension class teachers. In general, the educational courses offered at the Illinois State Normal University to first- and second-year students are offered by extension. For the last two years a senior-college course in the history of education has been offered and is planned for the future. Three such courses, or the work of a year in residence study, are now being offered or planned for the future. Courses in history, economics, and sociology for students in both the junior and senior college are offered. As more and more teachers complete the two-year diploma curriculum there will be added new courses of senior-college rank.

PLANS FOR STUDENTS' EXTENSION WORK

All extension classes meet for two hours at each of the fifteen sessions of the course. Besides the lecture, quiz, and discussion work done in classes, the student may be required to submit reports from time to time. Each student is expected to devote a minimum of eight clock hours each fortnight to the preparation of lessons. Students may not take more than one course by extension except by permission of the board of education by whom they are employed.

Where library facilities are inadequate students may be required to purchase collateral text-books. The class text for extension classes is the same as that used by resident students.

All work done by extension class students is designed to require the minimum of clerical and notebook work and the maximum of learning activities.

HOW TO SECURE FURTHER INFORMATION ABOUT EXTENSION WORK

Detailed information on matters relating to extension work will be given upon request. Answers to specific and personal questions will be given by the department. All inquiries should be addressed to the Director of University Extension Service, Illinois State Normal University, Normal, Illinois, or to the instructors of extension classes. The instructors may be reached by mail sent in care of the University.

HOME STUDY BY CORRESPONDENCE

GENERAL STATEMENT

The Illinois State Normal University recognizes the value of correspondence study by teachers while they are engaged in teaching. The contact with current educational topics, and the study of organized outlines of work prepare them for fuller participation in residence work in summer school. Study by correspondence maintains a continuous relationship with the trend of educational matters, both in the University and in general, and enables a gain in credits during a period of the year when other kinds of study are not available.

A correspondence course offers directed reading with such additional investigations as the subject matter and the situation call forth. The work is designed to be of benefit to the following groups:

a. Teachers of small rural schools whose time and energy are not fully absorbed by their school duties. The isolation of the country will soon be forgotten if an interesting line of study be taken up.

b. Teachers long in the same position whose work tends to degenerate into mere routine. A systematic course of study will renew and invigorate the intellectual life.

c. Teachers who have been obliged to suspend their work because of home duties, or impaired health, and cannot attend a school regularly.

d. Teachers who need to meet the new requirements for renewal of certificates and find it impracticable to attend school, or to join extension classes.

e. Teachers who by alternately teaching and attending school are earning a diploma or degree from normal school or college.

f. Departmental teachers or others who in their effort to improve their teaching of a special subject will derive guidance, inspiration, and new knowledge from a course of study carried on parallel to their work.

Some subjects like the laboratory sciences are not adapted to this mode of study. The best subjects are geography, history, economics, sociology, education, literature, and the like, where intrinsic interest is great and the interpretation of the facts usually presents little difficulty.

CONDITIONS GOVERNING ENROLLMENT AND STUDY

Graduates of recognized four-year high schools, or teachers over twenty-one years of age may enroll. Students not fully equipped to meet the usual college entrance requirements should state to the Director on enrolling whether the work is to be considered as applying toward credit, or taken for other reasons, such as a desire for information in certain subjects, or for keeping in touch with the advancement in education.

Persons wishing to enroll should write for information to the Director of Home Study by Correspondence, ask for application blank, which should be filled out with the required information, including high school credits, unless the applicant has a record already on file at the University. If coming from other colleges a transcript of grades earned at those schools may be attached and the reverse side of the application not filled out. Those not having had work beyond high school must either have their high school record filled out on the blank, signed by the proper official, or a transcript of their grades attached, properly signed. Transcripts of grades thus sent in are needed for keeping records and will not be returned. Send application and fee of ten dollars to the Director.

CHARACTER OF COURSES

Students are held to the same requirements regarding prerequisites and sequence as in regular classes in residence. Students should know the requirements as given in the Annual Catalog of the University and study the make-up of the different curricula offered in order to choose well from the list of subjects offered by correspondence.

Courses offered by correspondence are planned on the same basis as full residence courses, which consist of 48 lessons and are completed in twelve weeks by class-room instruction. A correspondence course giving one credit is organized into twelve units, each representing four lessons, or the equivalent of a week's work. When fully completed this credit can be used toward a certificate, a diploma, or degree.

No more than one-eighth of the credits required for a certificate, diploma, or degree may be made by correspondence. The last two courses must be done in residence. The student must expect to devote his best effort to securing adequate supplementary material, and employ the best possible resources in study, giving not less than 150 hours to study and preparation of written lessons.

WHEN TO BEGIN

Courses should be begun in the early fall, and students should attempt to finish by the close of the regular year in June. Only in extreme cases may work be continued through the summer, and those where special need warrants it and the arrangements are made with the Director and the instructor in charge of the course. A second course may be taken after the first is completed providing it be begun so as to permit of finishing at the closing of the regular year. Courses may not be completed in less time than would be used in residence except for good reasons and on the approval of the Director.

Students may enroll beginning September 1, though lessons will not be sent out until the opening of the school. Enrollment in general will continue until February 1. A short time during the first of February may be held open at the discretion of the Director to accommodate cases needing consideration.

REQUIREMENTS IN CORRESPONDENCE COURSES

Students are required to send in work regularly and promptly. In case of illness or unavoidable delay, notice should be given promptly to the Director and allowance in time may be made to suit the need. If, because of negligence in sending in lessons, the student must be notified more than twice and if the delay in time is as much as sixty days, without arrangement for resuming the work within the regular time allotted, the student will be considered as dropped. If a student is unable to complete the course in the specified time, it may be resumed the following September on payment of an additional two dollars. The time then taken for finishing should be as brief as is consistent with good work, be arranged with the department, and in the end may not exceed a year from the time the course was begun.

Courses may not be completed by correspondence when begun in residence or in regularly organized extension classes without arrangements with those having charge over such work and the Director, and failures in residence classes cannot be made up by correspondence.

Courses may not be taken by correspondence if the student is in extension classes at the same time, unless for special reasons approved by the Director, and no teacher in service may carry on both extension and correspondence work without written permission from the superintendent, or Board of Education.

Students taking correspondence courses cannot continue work during the time they are in residence classes without the approval of the Dean of the College and arrangements with the Director and the instructor in charge of the course.

Students doing work in residence in some other institution may not enroll in courses without written permission from the Dean of such institution.

An examination will be given upon the completion of a course. Dates are set at intervals during the year at which time students may plan to finish.

EXPENSE OF CORRESPONDENCE COURSES

Illinois State Normal University now charges a fee of five dollars for each correspondence course completed. An additional five dollars is required as a deposit to be forfeited if the course is not completed within the time allotted for doing the work, unless the student has made the necessary arrangements, allowing a lapse of work until the following September, when it may be resumed on payment of an additional fee of two dollars.

In addition to the fee and cost of regular text books, the student may be required to buy additional books, named by the instructor and needed for proper progress in the course. This will be done where library facilities are not available to the student and the cost should not exceed ten dollars.

Fees must be sent when the application blank is returned. No refund can be allowed after the student has been enrolled, except that made on completing the course or in special cases warranting such consideration. Every effort will be made to meet the needs of students in enrolling, but students should examine the work carefully before asking that lessons be sent.

ORGANIZATION OF THE UNIVERSITY

The Illinois State Normal University is a state college for teachers, and comprises three schools:

The Teachers College

The University High School

The University Elementary School

There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers Orphans Home, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

DIVISIONS AND DEPARTMENTS

The Illinois State Normal University is organized into thirteen divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher training results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the thirteen divisions one or more differentiated programs of work leading to a diploma or a degree are offered. Two-year cur-

ricula are organized as the first two years of the four-year curricula. At the end of two years a diploma is granted. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

- Division of Rural Education
- Division of Elementary Education
- Division of Junior High School Education
- Division of Secondary Education
- Division of Educational Administration and Supervision
- Division of Speech Education
- Division of Trade and Industrial Education
- Division of Commerce Education
- Division of Agricultural Education
- Division of Home Economics Education
- Division of Music Education
- Division of Art Education
- Division of Health and Sports Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the thirteen divisions is found in eleven professional subject matter fields. In each of these fields a sufficient number of college courses is offered to provide all of the work needed for the preparation of teachers. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE	MUSIC
COMMERCE	NATURAL SCIENCE
ENGLISH	Botany
English Language	Chemistry
English Literature	Elementary Science
Speech	General Biology
FINE AND APPLIED ARTS	Mathematics
FOREIGN LANGUAGE	Physics
French	Zoology
German	SOCIAL SCIENCE
Latin	Economics
HEALTH AND SPORTS	Geography
HOME ECONOMICS	History
INDUSTRIAL ARTS	Political Science
	Sociology

COURSES IN EDUCATION

The teacher's technological subject is Education. Numerous courses are offered in this field which are included under the following heads:

Educational Psychology
Principles of Education and General Technique of Teaching
Methods and Materials of Instruction
School Organization, Administration and Supervision
Educational and Mental Tests and Measurements
History of Education
Home Economics Education
Industrial Education.

THE SUMMER QUARTER

The Teachers College provides a summer quarter consisting of two terms of six weeks each for active teachers and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites eight times a week in the same subject, thus completing a regular twelve-week course in six weeks. All grades of the campus training school and the elementary school at the Illinois Soldiers Orphans Home are in session during the first summer term affording model lessons for observation and discussion and opportunity for practice teaching; but such practice teaching may be done only after prerequisite work in education has been accomplished. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses open to juniors and seniors are arranged in a three-year cycle and taught in the summer quarter thus enabling a student to complete two units of work by attending the same term for three consecutive summers.

A mid-spring term of six weeks runs parallel with the last six weeks of the spring quarter.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer.

The state-wide examination for teachers' certificates is held at the end of the first summer term.

CURRICULA AND COURSES

The Teachers College provides for high-school graduates curricula two years and four years in length for kindergarten teachers, primary teachers, intermediate grade teachers, upper grade teachers, rural-school teachers, and special teachers of art, industrial arts, home economics, agriculture, commercial branches, physical education, music, and speech.

The University educates also high-school teachers, supervisors, principals, and superintendents, whose duties require a more extended preparation.

All four-year curricula lead to the professional degree, Bachelor of Education.

TEACHERS COLLEGE CURRICULA

The regular curricula are:

- I. A four-year kindergarten-primary curriculum for teachers of the kindergarten and the first two primary grades (C).
- II. A four-year curriculum for teachers of the lower grades (B).
- III. A four-year curriculum to prepare teachers for upper grades and junior high schools (A).
- IV. A four-year curriculum for high-school graduates who wish to teach superior country schools (N).
- V. A four-year curriculum to prepare general high-school teachers which admits of wide variation in major and minor subjects (K).
- VI. A four-year curriculum for high-school teachers of science (KS).
- VII. A four-year curriculum to prepare supervisors and principals in elementary schools (L).
- VIII. A four-year curriculum for principals and superintendents of schools (M).
- IX. A four-year curriculum for teachers of agriculture (I).
- X. A four-year curriculum in fine and applied arts (F).
- XI. A four-year curriculum for teachers of commercial branches (J).
- XII. A four-year curriculum in health and sports education for men (GM).
- XIII. A four-year curriculum in health and sports education for women (GW).
- XIV. A four-year curriculum in home economics which meets the requirements of the Smith-Hughes Act and also prepares home economics teachers for elementary schools (H).
- XV. A four-year curriculum in trade and industrial education (E).
- XVI. A four-year curriculum of public-school music (D).
- XVII. A four-year curriculum for high-school teachers of speech (O).

Each curriculum is known by the letter which follows the title in parenthesis.

TWO-YEAR CURRICULA

In each division a two year curriculum is offered, completion of which leads to regular graduation, a diploma and a state teachers certificate. The two-year curricula are arranged as the first two years of the four-year curricula. This results in great convenience to students, for there is no loss of credit when students desire to continue toward the completion of a four-year curriculum and the earning of a degree.

GENERAL PROVISIONS CONCERNING CURRICULA

Students completing the first two years of any curriculum may receive a diploma, if they have elected two credits in teaching in the sophomore year. They also receive a teacher's certificate which enables them to teach indefinitely in the public schools of this and other states.

In all divisions four years of work are offered.

Curriculum K admits of wide variation. Of the forty-eight credits required, nineteen are prescribed. The other twenty-nine are elective. To avoid undue congestion in certain classes, students should take the required educational subjects of the first two years in the order indicated for the different groups, as shown at the bottom of Page BB. Economics 31 is required for all second-year students in this curriculum.

The elective courses fall into two lists designated B, and A. First and second year students may select from List B. Students in the junior and senior years must select twelve of their elective courses from List A. The others may be chosen from List B. No course in List A may be taken unless its prerequisites have been completed.

Students in Curriculum K are required to select three majors, in each of which six credits are made and three minors in which three credits are made. It is best that one major extend to nine credits. The student is expected to take also such other courses related to his major as are prescribed. As a rule the electives chosen should run through the year. The student should plan to earn three minors of three credits each during the first two years.

Of the 24 credits required in the junior and senior years, not less than the last twelve must be obtained in residence at this institution.

Curriculum H in Home Economics, which prepares students to teach in Smith-Hughes high schools, contains 16 technical courses in home economics, 12 courses in related sciences, 7 courses in education and practice teaching, 14 courses in miscellaneous subjects.

Curriculum L, which is planned for principals and supervisors of elementary schools, contains courses in the content and method of the elementary school subjects with several courses in education dealing with the problems of teaching and supervision.

Curriculum M is planned for principals and superintendents. It includes a variety of courses covering the studies of the elementary and high school fields that are not usually taught by special teachers. To these are added courses in education and supervision. A large number of options are provided.

While students who complete two years of work may now receive a limited state elementary certificate and become legally qualified to teach in high schools, they are strongly advised to complete four years of work before undertaking high school teaching even in two-year or three-year high schools.

The four-year curriculum in industrial arts is planned for high-school teachers in this field; the first two years for elementary teachers.

Curriculum KS, as adapted for students majoring in the physical sciences, is shown on a separate page.

Graduates of any four year curriculum who have completed the equivalent of 20 semester hours in any major subject in addition to the required work in education and one year of college study in Latin, Greek, French, or German are admitted to the graduate school of the University of Illinois without condition.

PREPARATION FOR RURAL SCHOOL SERVICE

Rural teachers of strong personality and who have also acquired adequate training are in demand. Better trained teachers in Illinois are needed for the 10,000 one-room schools, for the 100 consolidated schools, for the 1,000 village schools and for the 500 community high schools in this state. The offices of the rural helping teacher and the county superintendent of schools are becoming professionalized. The Division of Rural Education offers preparation for these positions.

Students are permitted to observe and do student teaching in three cooperating rural schools located near Bloomington. Transportation is furnished at no expense to the student. A trained supervisor is in charge of student teaching. Plans are being made for the securing of a larger school unit for observation and demonstration purposes.

An average of 139 students was enrolled in the first two years of the rural school curriculum during the past two years. Ten per cent of this number were boys and ten per cent were in the second year. The small number in the second year is largely accounted for by the large demand for trained rural teachers. The University now offers a four year curriculum as well as the two year curriculum for students who wish to prepare for rural school service. The three advanced courses are: (1) Rural Education; (2) Village and Consolidated Schools and (3) Rural Sociology. An average of 119 students have taken these courses during the past two years.

It is believed that the field of teaching in the rural school offers the greatest opportunity to render service which is offered today. County superintendents are beginning to aid rural school boards in the selection of trained teachers. The greatest need for greater numbers of beginning teachers is in the rural school and there is a great need for more help in supervision in this same field.

OUTLINES OF THE CURRICULA

DIVISION OF ELEMENTARY EDUCATION

FOUR YEAR CURRICULUM IN KINDERGARTEN-PRIMARY EDUCATION (C)

**For Teachers and Supervisors in the Kindergarten and First and
Second Grades**

Leading to the Degree of Ed. B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
{ Child Study 35 { Observation Manual Activities 31A Nature Study 31 { Music 30 or 31 { Draw'g 30 or Color 35 Physical Training	Psychology 33 { † Kindergarten Teach- ing or Plays and Games 32 and Primary Music 32D { Physiology 31 or Children's Litera- ture 34A Theme Writing 32 Physical Training	General Method 34 { † Kindergarten Teach- ing or Plays and Games 32 and Primary Music 32D { Physiology 31 or Children's Litera- ture 34A { Color 35 or Drawing 30 Blackbd. Drawing 37 Physical Training
	SOPHOMORE YEAR	
Early Childhood Edu- cation 36A † Kindergarten Teaching Literature Method 31A { Primary Reading 32B { Geography 32A Physical Training	Arithmetic 31 Food Selection 35 Kindergarten-Primary Curriculum 37 * Art Appreciation 38 Physical Training	Principles of Educa- tion 35 { Sociology 31 or Social Psychology 38 Home Problems 36 * Economics 31 Physical Training
	JUNIOR YEAR	
Educational Psychol- ogy 42A History 31 Public Speaking 36 Elective	Measurement of Intel- ligence 42 History 32 Advanced Expos. 41 Elective	Educational Tests and Measurements 43 History 33 Sociology 42 Elective
	SENIOR YEAR	
School Admin'on 47 Speaking Voice 43 Elective A Teaching	School Admin'on 48 { Social Behavior 49 or Sociology 43 Elective A Teaching	Supervision of In- struction 51 Geography 40 Elective A Teaching

FOUR YEAR CURRICULUM IN ELEMENTARY EDUCATION (B) (Lower Grades)

For Teachers of the Lower Grades

Leading to the Degree of Ed.B.

AUTUMN

Introduction to Teaching 31
 { Arithmetic 31, or
 { Grammar 31
 { Reading 31
 { Phonics 35
 { Music 30 or 31
 { Drawing 30
 Physical Training

WINTER

FRESHMAN YEAR

Psychology 33
 Geography 31
 { Primary Reading 32B
 { Intermediate Language 35
 Physiology 31
 Physical Training

SPRING

General Method 34
 { Grammar 31, or
 { Arithmetic 31
 { Lower Grade Geography 32A
 { Children's Literat. 34
 { Primary Music 32D
 { Playground 37
 Physical Training

SOPHOMORE YEAR

{ Literature Method 31A
 { or Theme Writing 32
 { Health Education 34 or
 { Clothing Selection 34
 { Art Activities 32A
 { Color 35
 *Economics 31
 Physical Training

School Management 36
 { General Science 30 or
 { Art Appreciation 38
 { Sociology 31 or
 { Food Selection 35
 *Social Psychology 38
 Physical Training

Nature Study 31
 { Theme Writing 32 or
 { Literature Method 31A
 { Home Problems 36 or
 { Geography 34
 *Principles of Education 35
 Physical Training

JUNIOR YEAR

Educational Psychology 42A
 History 31
 Public Speaking 36
 Elective A or B

Measurement of Intelligence 42
 History 32
 Adv'd Exposition 41
 Elective A

Tests and Measurements 43
 History Method 33
 Rural Sociology 40
 Elective A

SENIOR YEAR

School Administration 47
 Speaking Voice 43
 Elective A
 Teaching

School Admin'on 48
 { Social Behavior 49 or
 { Sociology 43
 Elective A
 Teaching

Supervision of Instruction 51
 Geography 40
 Elective A
 Teaching

SPECIAL PROVISIONS CONCERNING CURRICULA FOR KINDERGARTEN-PRIMARY AND LOWER GRADE TEACHERS

The following additional information applies to the Four-Year Kindergarten Primary Curriculum and the Four-Year Curriculum in Elementary Education as outlined on the two preceding pages.

FOUR-YEAR KINDERGARTEN PRIMARY CURRICULUM

*The two credits in Primary Teaching may be taken in place of the starred courses in the second year. One credit in practice teaching must be obtained in the senior year.

Students who complete the first two years of this curriculum, including practice teaching, are entitled to a diploma and a kindergarten-primary teacher's certificate. By completing six additional elementary major subjects chosen from curricula A, B, or N, they may obtain a limited state elementary certificate.

Students taking this curriculum should be able to sing and play simple music, or acquire this ability before graduation.

Students are advised not to begin this curriculum unless they expect to attend at least two consecutive years.

Students found, upon examination, to be deficient in English or arithmetic are required to take additional no-credit courses, during the first year.

†Two credits in Kindergarten Teaching are required. They may be made either in the winter or spring quarter of the first year, or in the autumn quarter of the second year, requiring the whole forenoon. The student takes two other majors or their equivalent from the program schedules for that quarter.

Two teaching credits are made in the same quarter in the cooperating elementary school at the Illinois Soldiers Orphans Home or in the University Elementary School.

FOUR-YEAR CURRICULUM IN ELEMENTARY EDUCATION

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average of 85 has been earned in the two terms. One teaching credit must be earned in the senior year.

Students who complete the first two years of the curriculum, including practice teaching, are entitled to a diploma and the limited state elementary certificate.

Two teaching credits may be made in the same quarter in the Cooperating Elementary School at the Illinois Soldiers Orphans Home.

DIVISION OF JUNIOR HIGH SCHOOL EDUCATION

FOUR YEAR CURRICULUM IN JUNIOR HIGH SCHOOL EDUCATION (A)

(Seventh, Eighth and Ninth Grades)

For Teachers in the Upper Grades and Junior High Schools
and for Principals of Junior High Schools

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Physiology 31	Introduction to Teaching 31	Psychology 33
Grammar 31		Nature Study 32
Geography 31	{ Reading 31	Arithmetic 32
{ Drawing 30	{ Phonics 35	{ Bookmaking 35A
{ Music 30 or 31	{ Reading Method 33B	{ Playground 37
Physical Training	{ Geography 33A	Physical Training
	Theme Writing 32	
	Physical Training	
	SOPHOMORE YEAR	
General Method 34	School Management 36	Economics 31
{ Political Science 31 or	History 31	Literature Method 31A
{ Sociology 31	General Science 30	{ Biology 33, or
*Social Psychology 38	*Health Education 34	{ History 32
Color 35 and Design 30A	Physical Training	*Principles of Education 35
Physical Training		Physical Training
	JUNIOR YEAR	
Junior High School 52	Measurement of Intelligence 42	Tests and Measurements 43
{ Ancient History 37 or	{ Medieval History 38 or	{ Modern History 35 or
{ Clothing Selection 34	{ Food Selection 35	{ Home Problems 36
Adv'd Exposition 41	History Method 34	Public Speaking 36
Elective A	Elective A	Elective A
	SENIOR YEAR	
School Administration 47	School Admin'on 48	High School Administration 49
Speaking Voice 43	{ Social Behavior 49 or	Geography 40
Elective A	{ Sociology 43	Elective A
Teaching	Elective A	Teaching
	Teaching	

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average of 85 has been earned in the two terms. One teaching credit must be earned in the senior year.

Students who complete the first two years of this curriculum, including practice teaching, are entitled to a diploma and the limited state elementary certificate.

DIVISION OF RURAL EDUCATION

FOUR YEAR CURRICULUM IN RURAL EDUCATION (N)

For Teachers and Supervisors of Rural Schools

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Country School Management 32	Psychology 33	General Method 34
Arithmetic 31	Geography 31	*History 31
Nature Study 33	{ Phonics 35 and	{ Geography 32A
{ Art Activities 32A	{ Primary Reading 32B	{ Intermediate Language
{ Music 30	Agriculture 30	35A
Physical Training	Physical Training	Grammar 31
		Physical Training
SOPHOMORE YEAR		
Theme Writing 32	Rural Hygiene 33	Economics
{ Children's Literature 34	{ Food Selection 35 or	{ Sociology 31 or
{ Reading 31	{ Political Parties 32	{ Social Psychology 38
History 33	Arithmetic 32	History 32
*Rural Education 39	*Public Speaking 36	Nature Study 34
Physical Training	Physical Training	Physical Training
JUNIOR YEAR		
Educational Psychology 42A	Measurement of Intelligence 42	Educational Tests and Measurements 43
Political Science 31	Village and Consolidated Schools 40	Rural Sociology 40
Adv'd Exposition 41	General Science 30	Geography 34
Elective A or B	Elective A or B	Elective A
SENIOR YEAR		
School Administration 47	School Admin'on 48	Supervision of Instruction 51
Speaking Voice 43	{ Social Behavior 49 or	Geography 40
Elective A	{ Sociology 43	Elective A
Teaching	Elective A	Teaching
	Teaching	

*Two or three terms of teaching may be elected in place of starred courses, the third term may be omitted if an average grade of 85 has been earned in the two terms. One teaching credit must be earned in the senior year.

Students who complete the first two years of this curriculum, including practice teaching, receive a diploma and a limited state elementary certificate.

This curriculum is intended for students who wish to teach in country schools and consolidated schools.

Students found deficient in spelling, composition, or arithmetic, will be required to take additional courses to remove this deficiency.

DIVISION OF SECONDARY EDUCATION
FOUR YEAR CURRICULUM IN SECONDARY EDUCATION (K)
For High School Teachers and Principals
Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Psychology 33	General Method 34	High School Teaching
Physiology 31	{ Music 30 or 31	38
Elective B	{ Drawing 30	Elective B
Elective B	Elective B	Elective B
Physical Training	Elective B	Elective B
	Physical Training	Physical Training
SOPHOMORE YEAR		
Grammar 31	School Management 36	*Principles of Educa-
Reading 31	Public Speaking 36	tion 35
{ Economics 31 or	{ Elective B or	Theme Writing 32
{ Elective B	{ Economics 31	Elective B
*Elective B	*Elective B	Elective B
Physical Training	Physical Training	Physical Training
JUNIOR YEAR		
{ School Administration	{ School Administration	{ School Administration
{ 47 or Research Prob-	{ 48 or Measurement of	{ 49 or Education Tests
{ lems 41A or Advanced	{ Intelligence 42 or His-	{ 43 or Applied Psychol-
{ Educational Psychol-	{ tory of Education 45	{ ogy 42A or History
{ ogy 42B or History of	Elective A or B	{ of Education 46
{ Education 44	Elective A or B	Elective A or B
Adv'd Exposition 41	Elective A	Elective A or B
Elective A, or B		Elective A
Elective A		
SENIOR YEAR		
Teaching	Teaching	Teaching
Elective A	Elective A	Elective A
Elective A	Elective A	Elective A
Elective A	Elective A	Elective A

Three electives of rank B may be substituted for two electives of rank A. Junior college students are excluded from all classes in senior college subjects.

Two or three terms of teaching may be elected in the second year in place of starred courses.

The third term may be omitted if an average grade of 85 has been earned in the two terms. One credit in teaching must be earned in the senior year.

Students completing the first two years of this curriculum receive the limited state elementary certificate. Graduates receiving the degree receive a high school certificate.

FOUR YEAR CURRICULUM IN SCIENCE (KS)

For Teachers of Science in Junior and Senior High Schools
Leading to the Degree of Ed.B.

AUTUMN

WINTER

SPRING

FRESHMAN YEAR

Psychology 33	General Method 34	H. S. Teaching 38
{English Literature 33	{English Literature 34	{American Literature 35
{or Foreign Language	{or Foreign Language	{or Foreign Language
Two of the following:	Two of the following:	Two of the following:
Advanced Algebra 30A	Trigonometry 31	Geometry 33
Physics 37	Physics 38	Physics 39
Chemistry 31	Chemistry 32	Chemistry 33
Zoology 31	Zoology 32	Botany 31
Physical Training	Physical Training	Physical Training

SOPHOMORE YEAR

Physiology 31	Grammar 31	School Management 36
Economics 31	Sociology 31	Theme Writing 32
Science	Science	Science
Science or Mathematics	Science or Mathematics	Science or Mathematics
Physical Training	Physical Training	Physical Training

JUNIOR YEAR

Elective A	Elective A	Advanced Exposition
Science Elective A or B	Science Elective A or B	Science Elective A or B
Science Elective A or B	Science Elective A or B	Science Elective A or B
Methods	Methods	{Education (Elective)
		{or Methods

SENIOR YEAR

Elective A	Elective A	Elective A
Science Elective A	Science Elective A	Science Elective A
Science Elective A	Science Elective A	Science Elective A
{Teaching or	{Teaching or	{Teaching or
{Elective A	{Elective A	{Elective A

Students expecting to major in Physics or Chemistry should elect Algebra, Trigonometry, and Geometry 33 in the freshman year.

Students should elect two science courses or one science and one mathematics course each quarter in the sophomore year. The subjects elected in the first quarter must be continued through the year.

In the junior year the student is required to take two methods courses in two of his major fields. The third education course may be chosen from Curriculum K or it may be a methods course in a major or minor field.

Two terms of laboratory science teaching are required in the senior year, for which the method courses in the junior year are prerequisites.

Graduates of this curriculum are entitled to the high school teachers' certificate.

DIVISION OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

FOUR YEAR CURRICULUM IN ELEMENTARY SUPERVISION (L)

**For Supervisors and Principals of Elementary Schools and Critic
Teachers in State Normal Schools and Teachers Colleges**

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Introduction to Teaching 31	Psychology 33	General Method 34
Arithmetic 31	Arithmetic 32	Grammar 31
Geography 31	Phonics 35 and Reading 31	{ Geography 32A
{ Drawing 30	History 31	{ Primary Reading 32B
{ Music 30	Physical Training	{ Art Activities 32A
Physical Training		{ Color 35
		Physical Training
SOPHOMORE YEAR		
School Management 36	Teaching	Prin. of Education 35
History Method 33	Economics 31	History 32
Nature Study 31	General Science 30	Physiology 31
Theme Writing 32	Sociology 31	{ Intermediate Lang. 35
Physical Training	Physical Training	{ Children's Literature
		{ 34 or Read. Method 33B
		Physical Training
JUNIOR YEAR		
{ Rural Education 39 or	{ Village Schools 40 or	Educational Tests 43
{ Educational Psychology 42A	{ Educational Psychology 42B	Advanced Exposition
Literature Method 31A	{ Public Speaking 36 or	41
{ Political Science 31 or	{ Geography 34	Biology 33
{ Sociology 36 or	Junior College Shakespeare 37	Rural Sociology 40
{ Social Psychology 38	Elective A	
Teaching		
SENIOR YEAR		
School Administration 47	School Administration 48	School Admin'on 49
{ History of Education	{ History of Education	{ History of Education
{ 44 or Elective A	{ 45 or Elective A	{ 46 or Elective A
The Speaking Voice 43	Elective A	{ Teaching or
{ Geography 41 or	{ Social Behavior 49 or	{ Geography 40
{ Teaching	{ Sociology 43	Supervision of Instruction 51

Graduates of this curriculum may receive a limited state supervisory certificate after having taught successfully for four years in the common schools. Until that time they may receive a limited state elementary certificate.

FOUR YEAR CURRICULUM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (M)

For Principals and Superintendents of Schools

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Introduction to Teaching 31	Physiology 31	Psychology 33
Zoology 31	Zoology 32	Botany 31
Grammar 31	Theme Writing 32	Geography 31
Arithmetic 32	Sociology 31	{ Music 30
Physical Training	Physical Training	{ Drawing 30
		Physical Training
	SOPHOMORE YEAR	
General Method 34	{ Public Speaking 36 or	School Management 36
Reading 31	{ Social Psychology 38	Literature Method 31A
Political Science 31	History 31	History 32
*Elective B	Geometry 31B	*Principles of Education 35
Physical Training	*Elective B	Physical Training
	Physical Training	
	JUNIOR YEAR	
{ Educational Psychology 42A or Rural Education 39	{ Educational Psychology 42 or Village School 40	{ Educational Tests 43 or Rural Sociology 40
Botany 32	Elective A	Advanced Exposition 41
Economics 31	Economics 43 or 44	Elective A
Public Speaking 36	Elective A	Algebra 32
	SENIOR YEAR	
{ History of Education 44 or History 41	{ History of Education 45 or History 42	{ History of Education 46 or History 43
School Administration 47	School Administration 48	School Administration 49
{ Sociology 41 or 43 or	Elective A	Elective A
{ Geography 41 or 44	Teaching	Teaching
Teaching		

Students who are deficient in spelling, pronunciation or written composition are required to take additional courses to remedy this deficiency.

*Three credits of teaching are required, one of them in fourth year; two or three may be elected in the second year in place of starred courses, the third term may be omitted if an average grade of 85 has been earned in the two terms.

Graduates of this curriculum may receive a high school certificate. Graduates of the first two years of this curriculum may receive a limited state elementary certificate.

DIVISION OF AGRICULTURAL EDUCATION
FOUR YEAR CURRICULUM IN AGRICULTURAL EDUCATION (I)
For Teachers of Agriculture in Secondary Schools
Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Animal Husbandry 31	Feeds and Feeding 32	Horticulture 33
Chemistry 31	Chemistry 32	Chemistry 33
Zoology 31	Zoology 32	Theme Writing 32
Rural Education 39	Psychology 33	Botany 31
Physical Training	Physical Training	Physical Training
SOPHOMORE YEAR		
Crop Production 34	Farm Machinery 38	Farm Management 36
Chemistry 37	Chemistry 38	Chemistry 39
General Method 34	Physiology 31	School Management 36
*Physics 37	*Physics 38	*Physics 39
Physical Training	Physical Training	Physical Training
JUNIOR YEAR		
Materials and Method in Agriculture 45b	Soil Physics 35	Genetics 40
Botany 32	Economics 31	Gardening 43
Farm Shop Work 47	Farm Accounting 46	Automobile Mechanics 44
{ Botany 44 or	{ Botany 45 or	{ Zoology 46 or
{ Dairy Husbandry 37	{ Journalism 33	{ Geology 46
SENIOR YEAR		
Agricultural Market- ing 44	Agriculture Organiza- tion 42	Landscape Gardening 41
Vocational Educa'n 45	Advanced Exposition 41	Animal Husbandry 49 (Poultry)
Animal Husbandry (Live Stock Judg- ing) 47	Animal Husbandry (Swine) 48	History of Agriculture 43
Teaching	Teaching	Teaching

*Two or three terms of teaching may be elected in place of starred courses; the third term may be omitted if an average of 85 has been earned in the two terms. One teaching credit must be earned in the senior year.

Students preparing to teach Agriculture in community high schools should, if they can, spend four years in the Teachers College.

Graduates from this curriculum may receive a special certificate in Agriculture or a high school certificate. Students completing two years work may receive such certificate by including at least two credits in practice teaching. To obtain a limited state elementary certificate six courses in the common branches must be added, chosen from curricula A, B, or N.

DIVISION OF ART EDUCATION

FOUR YEAR CURRICULUM IN ART EDUCATION (F)

For Teachers of Art in Elementary Schools and Junior and
Senior High Schools and for Supervisors of Art
in Elementary and Secondary Schools
Leading to the Degree of Ed.B.

AUTUMN

WINTER

SPRING

FRESHMAN YEAR

Perspective 32	Art Appreciation 38	Psychology 33
Nature Study 31	Introduction to Teaching 31	Commercial Art 38A
{ Design 30A	Mechan'l Drawing 35B	{ Bookmaking 35A
{ Color 35	Constructive Draw. 33	{ Elem'ry Woodwork 33
Art Activities 32B	Physical Training	Theme Writing 32
Physical Training		Physical Training

SOPHOMORE YEAR

General Method 34	Advanced Drawing 34	Art Organization 39
Pottery 34B	Home Decoration 36A	Painting 39A
Advanced Crafts 39B	Metal Crafts 33B	Costume Design 37A
*Elective B	*Elective B	*Prin. of Education 35
Physical Training	Physical Training	Physical Training

JUNIOR YEAR

Advanced Educational Psychology 42A or 42B	Modeling 34A	Color Practice 36
Art Method 42A	Jewelry 45	Art Appreciation 40
Lettering 44	H. S. Art Method 43A	Printing 49C
Speaking Voice 43	Elective A or B	Advanced Exposition 41

SENIOR YEAR

Creative Design 47	Figure Structure 33A	Advanced Painting 41
Art Problems 48	Elective A or B	Advanced Commercial Art 46
Elective A	Elective A	Elective A
Teaching	Teaching	Teaching

Only the first three years of this curriculum will be in force in 1931-32.

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average of 85 has been earned in the two terms.

If a student elects practice teaching during the second year he is required to secure one more credit in teaching during his senior year.

Students completing the first two years of this curriculum receive a special certificate for teaching art and design; if they complete six additional major courses in elementary school subjects chosen from curricula A, B, or N, they may secure a limited state elementary certificate. Graduates receiving the degree obtain a high-school certificate.

DIVISION OF COMMERCE EDUCATION

FOUR YEAR CURRICULUM IN COMMERCE EDUCATION (J)

**For Teachers of Commercial Subjects in High Schools
Leading to the Degree of Ed.B.**

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Accounting 31	Accounting 32	Accounting 33
Shorthand 31	Shorthand 32	Shorthand 33
Psychology 33	General Method 34	Economics 31
{ Typing 31	{ Typing 32	{ Typing 33
{ Phonics 35	{ Commercial English 38	{ Salesmanship 35
Physical Training	Physical Training	Physical Training
SOPHOMORE YEAR		
Shorthand 34	Shorthand 35	{ Shorthand 36, or
High School Teaching 38	School Management 36	{ Elective B
*Public Speaking 36	*Business Mathemat. 39	Commercial Geog. 37
{ Typing 34	{ Typing 35	*Prin. of Education 35
{ Commercial Law 34	{ Commercial Law 34a	{ Office Training 36
Physical Training	Physical Training	{ Stenotypy 36A or
		{ Office Machines 35A
		Physical Training
JUNIOR YEAR		
Accounting 41	Accounting 42	Accounting 43
Theme Writing 32	Bus. Organization 36	Finance 37
Social Science Elective	Marketing 40	Indus. History 45 or 46
Elective A or B	Elective A	Elective A
SENIOR YEAR		
Advanced Education	Advanced Education	Advanced Education
Elective (as in Curriculum K)	Elective (as in Curriculum K)	Elective (as in Curriculum K)
Adv'd Exposition 41	Elective A	Bus. Management 44
Materials of Business	Elective A	Elective A
Education 45A	Teaching	Teaching

*Two or three terms of teaching may be elected in place of starred courses; the third term may be omitted if an average grade of 85 has been earned in the two terms. If a student elects practice teaching during his second year he is required to secure one more credit in teaching during his senior year.

Students entering with preparation in Shorthand and Typing may modify the above program under advisement.

Every person planning to teach Commercial subjects in high schools should plan on the full four-year curriculum, rather than the lesser program permitted under the certificating laws of Illinois.

A certificate of bonafide employment for at least eight weeks in some type of actual business service will be required before the student will be recommended for appointment to a teaching position.

Students completing the first two years of this curriculum receive a special commercial teachers certificate; to obtain a limited state elementary certificate it is necessary to add six elementary major subjects from curricula A, B, or N. The completion of the four year curriculum secures a high school certificate.

DIVISION OF HEALTH AND SPORTS EDUCATION

FOUR YEAR CURRICULUM IN HEALTH AND SPORTS EDUCATION (GM) (MEN)

**For Teachers of Health Education in Elementary and Secondary
Schools, Coaches and Directors of Athletics and
Supervisors of Health and Sports Education
Leading to the Degree of Ed.B.**

AUTUMN	WINTER	SPRING
FRESHMAN YEAR		
Psychology 33	General Method 34	High School Teaching 38
Physiology 31	Anatomy 36	Applied Anatomy 38
Chemistry 31	Chemistry 32	Theme Writing 32
Technique of Games 32	Sociology 36	American Literature 35
Physical Practice 31A	Physical Practice 31B	Physical Practice 31C
SOPHOMORE YEAR		
Economics 31	School Management 36	Playground Admin. 37
Personal Hygiene 35	Intramural Athletics 34	Physical Practice 33C
Physical Practice 33A	Physical Practice 33B	Elective B
*Elective B	*Elective B	*Prin. of Education 35
Physical Practice 31D	Physical Practice 31E	Physical Practice 31F
JUNIOR YEAR		
Physical Diagnosis 40	Physiotherapy and	Applied Physiology 43
Advanced Exposition 41	Massage 42	Physical Education Tests 49
Psychology of Athletics 45	{ Child Welfare 43 or	Elective A or B
Physical Practice 41A	Nutrition 43	Physical Practice 41C
	Physical Practice 41B	
	Athletics in Educa. 44	
SENIOR YEAR		
Growth and Development 45	Individual Gym'tics 47	Physical Education Organization 46
Elective A or B	History of Physical Education 48	Elective A or B
Elective A or B	Elective A or B	Elective A
Teaching	Teaching	Teaching

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average grade of 85 has been earned in the two terms.

If a student elects practice teaching during the second year he is required to secure one more credit in teaching during his senior year.

Students graduated from the first two years of this curriculum receive a special certificate to teach physical education. By taking six additional courses in common branches selected from A, B, or N, a limited state elementary certificate may be had. Graduates receiving the degree obtain a high-school certificate.

FOUR YEAR CURRICULUM IN HEALTH AND SPORTS EDUCATION (GW) (WOMEN)

For Teachers and Supervisors of Health and Sports Education in
Elementary and Secondary Schools

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Introduction to Teaching 31	Psychology 33	General Method 34
Chemistry 31	Chemistry 32	Physiology 31
Zoology 31	Anatomy 36	Playground 37
Literary Types 32	Theme Writing 32	Applied Anatomy 38
Physical Activity 1	Physical Activity 2	Physical Activity 3
	SOPHOMORE YEAR	
Sociology 31	*Foreign Language	School Management 36
*Foreign Language	Physiology 32	Physical Education
Individual Gym'tics 38	Theory and Dancing	Administration 35
Theory and Dancing	39B	*Foreign Language
39A	Elective	Theory and Dancing
Physical Activity 4	Physical Activity 5	39C
		Physical Activity 6
	JUNIOR YEAR	
Theory and Dancing	Theory and Dancing	Theory and Dancing
42A	42B	42C
Speaking Voice 43	Physical Therapy 43A	Physical Therapy 43B
Elective A or B	Nutrition 43	Festival and Scout. 41
Elective A or B	Elective A or B	Elective A or B
Physical Activity 7	Physical Activity 8	Physical Activity 9
	SENIOR YEAR	
Education (as in Curriculum K)	Education (as in Curriculum K)	Education (as in Curriculum K)
Growth and Develop.45	Child Welfare 43	Physical Diagnosis 40
Hygiene and Sports 46	Elective A or B	Adv'd Exposition 41
Teaching	Teaching	Teaching
Physical Activity 10	Physical Activity 11	Physical Activity 12

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average grade of 85 has been made in two terms. One teaching credit must be earned in the senior year.

Students graduated from the first two years of this curriculum receive a special certificate for the teaching of physical education. By electing six additional elementary courses from curriculums A, B, or N, they may receive a limited state elementary certificate. Students receiving the degree obtain a high school certificate.

DIVISION OF HOME ECONOMICS EDUCATION

FOUR YEAR CURRICULUM IN HOME ECONOMICS EDUCATION (H)

(Smith Hughes Curriculum in Home Economics)

For Teachers and Supervisors of Home Economics in Elementary
and Secondary Education

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Beginning Clothing 31	Clothing Construction	Dressmaking 33
Chemistry 31	32	Chemistry 33
Textiles 34	Chemistry 32	Botany 31
{Color 35	Psychology 33	Public Speaking 36
{Design 30A	Art Appreciation 38	Physical Training
Physical Training	Physical Training	
	SOPHOMORE YEAR	
Costume Design 37A	Economics 31	*Physiological Chem. 39
Foods 31	Foods 32	Home Management 33
*Chemistry 37	*Chemistry 38	High-School Teach. 38
Theme Writing 32	Food Mycology 33	Physiology 31
Physical Training	Physical Training	Physical Training
	JUNIOR YEAR	
Home Economics	Advanced Dressmak-	Physics 34
Organization 43	ing 41	Sanitation 42
Experm'al Cookery 41	Home Nursing 42	Dietetics 43
General Method 34	Physics 33	Home Planning 46
Sociology 31	Commercial Geog. 37	
	SENIOR YEAR	
Home Economics Ad-	Child Welfare 43	Home Management 45
ministration 44	Social Behavior 49	Elective A
Social Pathology 41	Measurement of In-	Elective A
Adv'd Exposition 41	telligence 42	Teaching
Teaching	Teaching	

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average grade of 85 has been made in two terms. One teaching credit must be earned in the senior year.

Students graduated from this curriculum receive the degree, Bachelor of Education and a high school certificate or a special certificate enabling them to teach home economics in Smith-Hughes high schools as well as in high schools not receiving funds under the Smith-Hughes Act.

Students who complete the first two years of this curriculum receive a diploma and a special certificate in home economics. By completing six additional courses in the common branches elected from curricula A, B, or N, a limited elementary state certificate may be obtained.

DIVISION OF INDUSTRIAL EDUCATION

FOUR YEAR CURRICULUM IN TRADE AND INDUSTRIAL EDUCATION (E)

**For Teachers and Supervisors of Industrial Arts in Elementary and
Secondary Schools and Directors of Vocational Education
in City School Systems**

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Beginning Benchwork 30	Advanced Benchwork 30A	{ Elementary Wood-work 33 History of Industrial Art 38 Economics 31 Wood-Turning 31 General Method 34 Physical Training
Mechanical Drawing 35	Wood and Wood-Finishing 38A	
Theme Writing 32	Sheet Metal Drawing 35A	
Introduction to Teaching 31	Psychology 33	
Physical Training	Physical Training	
	SOPHOMORE YEAR	
Electrical Construc. 30b	Machine Drawing 36	Furniture Design 39
{ Design 30A	School Management 36	Architectural Drawing 37
{ Drawing 30	Furniture Construction 32	Metal Craft 33B
Teaching Indus. Arts 34	*Elective B	*Prin. of Education 35
*Elective B	Physical Training	Physical Training
Physical Training		
	JUNIOR YEAR	
General Metal Work 42	Sheet Metal Work 43	Auto Mechanics 44
Vocational Education 45	Care of Machinery 42A	{ Sociology 31 or Social Psychology 38
Farm Shop Work 47	Elective A	Advanced Architectural Drawing 40
Elective in Science	Elective in Science	Elective in Science
	SENIOR YEAR	
Administration and Supervision of Indus. Education 46	Machine Design 41	Advanced Exposition 41
Advanced Automobile Work 44A	{ Printing 49A or Elective A	Industrial History 45 or 46
{ Printing 49 or Elective A	Elective A	Pattern Making 48
Teaching	Teaching	{ Printing 49B or Teaching

*Two or three terms of practice teaching may be elected in the second year in place of starred courses. One teaching credit must be earned in the senior year.

The third term of teaching may be omitted in the second year if an average grade of 85 has been made in the two terms.

Students graduated from this curriculum are entitled to a special certificate for teaching industrial arts. By completing six additional elementary major subjects chosen from curriculums A, B, or N, students may obtain a limited state elementary certificate. Four-year graduates may obtain a high-school certificate.

DIVISION OF MUSIC EDUCATION

FOUR YEAR CURRICULUM IN MUSIC EDUCATION (D)

For Teachers of Music in Elementary Schools and Junior
and Senior High Schools and for Supervisors of
Music in Elementary and Secondary Schools

Leading to the Degree of Ed.B.

AUTUMN

WINTER

SPRING

FRESHMAN YEAR

{ Music 30
{ Drawing 30
Physiology 31
Reading 30
Applied Music
Physical Training

{ Music 31
{ Music 32D
Introduction to Teach-
ing 31
Economics 31
Grammar 31
Physical Training

Psychology 33
Public Speaking 36
Theme Writing 32
{ Sound 35
{ Reading Method 33B
Physical Training

SOPHOMORE YEAR

Music 33D
General Method 34
Literature 33
*Foreign Language
Physical Training

Music 34
{ Sociology 31 or
{ Social Psychology 38
Art Appreciation 38
*Foreign Language
Physical Training

Music 35
School Management 36
Reading 31
*Foreign Language
Physical Training

JUNIOR YEAR

Harmony 40
History of Music 43
Elective A or B
Elective A or B

Harmony 41
History of Music 44
Elective A or B
Advanced Exposition
41

Harmony 42
Principles of Educa-
tion 35
Elective A or B
Elective A

SENIOR YEAR

Survey of Music Lit-
erature 45
Tests and Measure-
ments 43
Elective A
Teaching

Survey of Music Lit-
erature 46
Psychology of Music
48
Elective A
Teaching

Form and Analysis 47
Problems in Super-
vision 49A
Elective A
Teaching

Only the first two years of this curriculum will be in force in 1931-32.

*Two or three terms of teaching may be elected in the second year in place of starred courses, the third term may be omitted if an average grade of 85 has been earned in the two terms. One teaching credit must be earned in the senior year.

Graduates from the first two years of this curriculum receive a diploma and a special music certificate. By electing six additional elementary credits from A, B, or N, they may receive a limited state elementary certificate. Students receiving the degree obtain a high school certificate.

DIVISION OF SPEECH EDUCATION

FOUR YEAR CURRICULUM IN SPEECH EDUCATION (O)

For Teachers of Speech and Speech Correction in Elementary and Secondary Schools, including Coaches of Debating and Dramatics

Leading to the Degree of Ed.B.

AUTUMN	WINTER	SPRING
	FRESHMAN YEAR	
Psychology 33	General Method 34	High School Teach. 38
Physiology 31	Public Speaking 36	American Literature 35
{ Reading 30	Reading 31	{ Music 30
{ Phonics 35	English Poetry 34	{ Drawing 30
English Poetry 33	Physical Training	Elective B
Physical Training		Physical Training
	SOPHOMORE YEAR	
Grammar 31	School Management 36	*Prin. of Education 35
Economics 31	Sociology 36	Theme Writing 32
*U. S. History 31	*U. S. History 32	Social Psychology 38
Parliamentary Law 37	Literary Interpretation 38	Children's Dramatics 39
Physical Training	Physical Training	Physical Training
	JUNIOR YEAR	
Education (as in Curriculum K)	Education (as in Curriculum K)	Education (as in Curriculum K)
Argumentation 41	Stage Craft 44A	{ English Novel 44 or
Advanced Exposition 41	{ Advanced Argumentation 42 or Oral Interpretation 46	{ British Prose 48
Elective A or B	Elective A or B	{ Elective A or B
		{ Social Ethics 48 or
		{ Evolution of Morality 47
	SENIOR YEAR	
Speaking Voice 43	{ Advanced Argumentation 42 or Oral Interpretation 46	Play Production 45
Oratory 48	American Prose 47	Speech Correction 43B
Social Behavior 49	Modern Drama 44	Elective A or B
Teaching	Teaching	Teaching

Only the first two years of this curriculum will be in force in 1931-32.

*Two or three terms of teaching may be elected in the second year in place of starred courses; the third term may be omitted if an average grade of 85 has been earned in the two terms. If a student elects practice teaching during his second year he is required to secure one more credit in teaching during his senior year.

Graduates from the first two years of this curriculum receive a limited state elementary certificate. Students receiving the degree obtain a high school certificate.

ELECTIVE COURSES IN THE TEACHERS COLLEGE

List B—For Freshmen and Sophomores

Fall Quarter	Winter Quarter	Spring Quarter
Crop Production 34	Soil Physics 35	Horticulture 33
Accounting 31	Accounting 32	Accounting 33
Commercial Law 34	Commercial Law 34A	Finance 37
Salesmanship 35	Business Organiza- tion 36	History of English Language 34
Arithmetic 31 or 32	Geometry 31B	American Literature 35
Music Methods 33D	Literature Method 31A	Modern Literature 38
Literary Types 32	History 34	Public Speaking 36
English Literature 33	Journalism 33	Color 35
Wordsworth-Milton 36	English Literature 34	Bookmaking 35A
Reading 30	Shakespeare 37	Costume Design 37A
Design 30A	Construct. Drawing 33	Commercial Art 38A
Perspective 32	Metal Crafts 33B	Painting 39A
Pottery 34B	Modeling 34A	French 33
Advanced Crafts 39B	Home Decoration 36A	French 36
French 31	Art Appreciation 38	Latin 33
French 34	French 32	Latin 36
Latin 31	French 35	Latin 39
Latin 34	Latin 32	Latin 39A
Latin 37	Latin 35	German 33
Latin 37A	Latin 38	German 36
German 31	Latin 38A	Physical Practice 33C
German 34	Latin 38B	Playground Adminis- tration 37
Technique of Games 32	German 32	Home Problems 36
Physical Practice 33A	German 35	Dressmaking 33
Clothing Selection 34	Physical Practice 33B	Home Management 33
Textiles 34	Intramural Athletic. 34	Wood Turning 31
Food Selection and Preparation 31	Anatomy 36	Architect. Drawing 37
Benchwork 30	Food Selection 35	Furniture Design 39
Electr. Construct. 30B	Clothing Construction 32	History of Music 35
Mechanical Drawing 35	Meal Planning and Marketing 32	Systematic Biology 33
Nature Study 31 or 32	Benchwork 30A	Botany 31
Botany 32	Furniture 32	Chemistry 33
Zoology 31	Mechanical Draw. 35B	Chemistry 39
Chemistry 31	High Sch. Music 34	Physics 39
Chemistry 37	Health Education 34	College Algebra 32
Physics 37	Zoology 32	Geometry 32A
Algebra 30A	Chemistry 32	Analytics 33
Trigonometry 31	Chemistry 38	Astronomy 34
Geography 30	Physics 38	Geography 34
Geography 35	Geography 31	Geography 37
History 31	Geography 35	Modern History 35
English History 36	Geography 38	Physics 30
Ancient History 37	History 32	Municipal Govern. 33
Political Science 31	Medieval History 38	Sociology 31
Educational Sociology 36	History of West 39	Social Psychology 38
	Political Parties 32	

List A—For Juniors and Seniors

Fall Quarter	*English Drama 43	High School Speech
Agric. Marketing 44	†Browning 46	Meth. 49
Advanced Accounting 41	American Prose 47	Creative Prose 42
*American Poetry 42	Advanced Argumentation 42	Shakespeare 41
†British Poetry 45	Modern Drama 44	*English Novel 44
Argumentation 41	Stage Craft 44A	†British Prose 48
Speaking Voice 43	Oral Interpretation 46	Play Production 45
Oratory 48	†French 42	Advanced Pub. Speak. 47
†French 41	*French 45	Advanced Art Appreciation 40
*French 44	German 42	†French 43
German 41	German 45	*French 46
German 44	German 48	German 43
German 47	*Latin 42	German 46
*Latin 41	Latin 42A	German 49
Latin 41A	†Latin 45	*Latin 43
†Latin 44	Latin 45A	†Lat.-Eng. Etymology 43A
Nature Study 41A	†Heredity 45	Latin 46
†Plant Morphology 41	Plant Physiology 42	Latin 46A
*Plant Pathology 44	Bacteriology 45	Gardening 43
*General Zoology 41	*General Zoology 42	Sanitation 42
†Entomology 44	Chemistry 44	†Plant Ecology 43
Chemistry 43	Chemistry 47	Bacteriology 46
Chemistry 46	*Physics 42	*General Zoology 43
*Physics 41	†Physics 45	†Economic Entomology 46
†Physics 44	*Calculus 42	Chemistry 45
*Calculus 41	Mathematical Geography 42	Chemistry 48
†History of Mathe. 44	Climatology 45	*Physics 43
Political Geography 41	H.S. Geography Teaching 49B	†Physics 46
Anthropogeography 44	American History 42	*Calculus 43
American History 41	European History 45	Historical Geography 40
European History 44	*Money and Banking 42	Geology 46
*International Trade 41	†Industrial Relations 44	American History 43
†Taxation 42	Child Welfare 43	European History 46
Social Pathology 41	Social Behavior 49	*American Indus. Hist. 45
Surveys and Field Work 44		†English Industrial Hist. 46
Winter Quarter	Spring Quarter	Rural Sociology 40
Agricultural Organ. 42	Genetics 40	†Social Institutions 42
Marketing 40	Advanced Accounting 43	*Social Reform 45
Advanced Accounting 42	Business Management 44	*Evolution of Morality 47
Biology Method 40	†Senior High School Mathematics Teaching 46	†Social Ethics 48
Arith. Teaching 41		
Nature Study 42		
†Junior High School Mathematics Teaching 45		

*Taught in 1931-32 and in alternate years thereafter.

†Taught in 1932-33 and in alternate years thereafter.

COURSES OF INSTRUCTION

On the following pages are listed all of the courses of instruction offered in the University for the purpose of preparing teachers. No course is offered which is not definitely a part of some curriculum devoted primarily and exclusively to the preparation of teachers.

The college offers preparation for the following fields of service:

1. General subjects in elementary schools. This includes courses in all of the subjects taught in one-room rural schools and consolidated rural schools of two or more rooms, as well as city elementary schools of all types.

2. General subjects in secondary schools. Both junior and senior high school subjects are included, with opportunity to select a special departmental field in such schools.

3. Special subjects in elementary schools, secondary schools and vocational schools. These comprise industrial arts, home economics, music, art and drawing, physical education in the grades and in the junior high schools and senior high schools, as well as agriculture, and commercial subjects in high schools.

There are seventeen curricula for preparing teachers for these various fields of service. These curricula are differentiated with separate programs for teachers of rural schools, primary grades, intermediate grades, grammar grades, junior high schools and senior high schools, and teachers of the several special subjects in elementary schools, secondary schools and vocational schools.

The following types of courses are offered:

1. Professional courses in subject matter. The first objective of these courses is to provide a type of subject matter which is appropriate to the needs of teachers. There is a very careful selection and organization of the content of these courses with this end in view. Subject matter is selected which serves as a basis for the curriculum materials in the elementary and secondary school subjects which students must later organize and use in their teaching. A rich background for this purpose is provided.

The second objective is the liberal education of the teacher. No one has a greater need to be well grounded in the liberal arts and sciences than a teacher of children. The teacher who is merely an educational technician is not likely to be a source of inspiration to his pupils. Teachers need to be skillful in the techniques of their profession and they need also to be broadly and liberally educated men and women. A certain part of the curriculum has for its purpose to broaden the intellectual horizon of the students, to present a definite intellectual challenge and to stimulate wholesome interests; this is considered, however, to be a part of the preparation for teaching. Courses in the social sciences and in natural science, mathematics, history and foreign language are recommended as a part of their electives to all students seeking a degree, regardless of their future destination as teachers. The student group

activities of the college, which are definitely a part of the curriculum, are planned with the idea of developing a spirit of cooperation among students, student leadership and intelligent cooperation with leadership on the part of others.

2. General courses in the history, principles and social philosophy of education. The purpose of these courses is to create in students a conception of education as a social process.

3. Courses in educational psychology. The aim of these courses is to discuss the physical and mental growth and the traits of pupils and to analyze the learning processes of children in general and in connection with the various subjects.

4. Courses in the use of mental and achievement tests. The objective is to provide an aid to instruction, school management and pupil administration and adjustment.

5. Courses in methods and materials of instruction and the practice of teaching. These courses comprise: method and materials in the various subjects; school organization, classroom management and pupil administration; and student teaching.

In courses in method and materials there is a discussion of the selection, organization, arrangement and adaptation of the content which is taught in the various subjects. This study of method and materials of instruction is carried parallel with student teaching.

AGRICULTURE

The four-year program in agriculture is designed for students who wish to become teachers of agriculture in township high schools, consolidated schools, village or city schools. In addition to giving the students a thorough course covering the entire field of scientific agriculture, it is well fortified with courses in physical and biological science. These courses form an excellent foundation for the study of scientific agriculture, and equip the student for teaching two or more lines closely allied with each other.

Students may take the two-year program and secure the junior college diploma, after which they may either teach or continue with the remaining two years' work at the University. Students are urged to finish the four-year program before attempting to teach because of the better training and greater possibilities which the graduate from the four-year program obtains.

James R. Holbert has offered a gold medal to the student in agriculture most proficient in judging corn on the utility basis during the fall term.

Students of the department should find it profitable to join the Hopkins Agricultural Club and the Maize Grange. While these clubs are more or less related to the department work they are important factors in promoting student life and the best interests of the institution.

30. Agricultural Survey.

This course is recommended to the students who are preparing to teach in the rural schools and wish to do considerable work in Agriculture. It is designed to orient the student in a broad way in the subject. Such topics as: project work, 4-H clubs, agricultural organizations, cooperative agriculture in Denmark, soils, crops, breeds of livestock, feeds, farm management, etc., will be studied.

Texts: *The New Agriculture*, Water; *Making the Most of Agriculture*, Macklin, Grimes, and Kolb. Winter quarter. Major.

31. Animal Husbandry.

A study of history, character, and form of the horse, cow, pig, and sheep; the market classes and grades of the various animals, their capacity for the production of milk, meat, wool, work, and speed. Some time is given to the identification and scoring of the various types of poultry.

Texts: *Productive Swine Husbandry*, Day; *Productive Horse Husbandry*, Gay; *Productive Sheep Husbandry*, Coffey; *The American Live Stock Market*, Davenport. Fall quarter. Major.

32. Feeds and Feeding.

A study of the classes of feeds, nutrients, and their functions in the animal body. The extent and nature of the demands for food for maintenance, growth, fattening, milk, wool, and work. Choice of feeding stuffs and the compounding of rations.

Text: *Feeds and Feeding*, Henry and Morrison. Winter quarter. Major.

33. Horticulture.

A study of plant propagation, pruning, spraying, cultivation, and of injurious insects, also the A, B, C's of Landscape Gardening.

Text: *Farm Horticulture*, Hood. Spring quarter. Major.

34. Crop Production.

This course includes a study of the methods of planting and cultivating the various cereal and forage crops, the treatment for insect, weed, and fungous enemies of the cereals and forage plants, the conservation of the water supply for cereals and forage crops and the curing and marketing of hay.

Text: *Productive Farm Crops*, Montgomery. Fall quarter. Major.

35. Soil Physics.

A study of the formation and classification of soils; capillary, hygroscopic, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of the seed bed and the proper tillage for the various crops.

Text: *Soil Physics and Management*, by Mosier and Gustafson. Winter quarter. Major.

36. Farm Management.

A course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and the keeping of farm accounts.

Text: Farm Management, Warren. Spring quarter and summer terms. Major.

37. Dairy Husbandry.

A course in the operation of the Babcock test, the testing of herds, management of herds, and the testing of milk, cream, butter and cheese for butter-fat, acid, bacteria, and adulterants.

Texts: Productive Dairying, Washburn. Fall quarter. Major.

38. Farm Machinery.

A study of the various types of power and field machines for the farm. The major part of the course will be devoted to the gas engine and its various uses.

Text: Engineering on the Farm, Stuart. Winter quarter. Major.

40. Genetics.

A study of the history of the various breeds of domestic animals, and of the various herd books where the important families of each breed are traced. The method used by breeders in establishing any characteristic desired. The laws of variation, heredity, selection, atavism.

Text: Genetics, Jones. Spring quarter. Major.

41. Landscape Gardening.

The course deals with the arrangements and planting of trees, shrubs and flowers needed for the proper decoration of home and school grounds, and for the care of these plants during the winter and summer.

Text: Government and State Bulletins. Spring quarter. Major.

42. Agricultural Organizations.

The purpose of this course is to make a careful analysis of the forms, functions, causes and effects of public and private agricultural organizations in America. Some of the leading organizations to be considered are federal and state departments of agriculture, experiment stations, Smith-Hughes law, granges, farm-bureaus, etc.

Text: Agricultural Organizations in the United States, Wiest, Winter quarter. Major.

43. History of Agriculture.

A careful study of the agriculture of the ancient, mediæval, and modern peoples. Thoughtful consideration is given to the main influences which have given rise to the modern art and science of agriculture of today.

Text: Beginnings of Agriculture in America, Carrier. Spring quarter. Major.

44. Agricultural Marketing.

An attempt is made to follow up a recent great interest in that phase of economics known as marketing. Inquiry is made into the processes necessary, the machinery of markets, price-making forces, and the reasons for the existing practices.

Text: *Agricultural Marketing*, Horner. Fall quarter. Major.

46. Farm Accounting.

This course is a study of the application of accounting principles and forms to the farm business. Especial attention will be given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

47. Animal Husbandry (Judging).

A careful study is made of the fundamentals of live stock judging and its relation to production, marketing and showing. The work covers horses, mules, cattle, sheep, hogs, and poultry. Individual scoring and comparative judging will be practiced on University Farm animals as well as on animals located on farms in the community. Other topics to receive special attention are: show-ring methods, judging contests, and types, breeds, and varieties of various classes of livestock on the farm.

48. Animal Husbandry (Swine).

A general course in production and management of swine. A number of phases of the study will receive special consideration as: types, breeds, market classes and grades, breeding, economical rations, relation of industry to dairy farming, common diseases and parasites, McLean County Hog Sanitation Program, swine projects, ton litters, and showing. Laboratory work will include judging and selecting of breeding animals on the University Farm. Trips will be made to selected swine herds and swine shows.

49. Animal Husbandry (Poultry).

This course deals with general poultry production and management. A number of topics will receive emphasis such as: breeds, types, incubation, brooding, feeding, yarding, marketing, breeding, common diseases and parasites, showing, poultry projects and similar topics. Laboratory work includes judging and culling of the poultry on the University Farm. Trips will be made to selected poultry farms and hatcheries.

COMMERCE

The trend in the training of commercial teachers has reached a plane of four-year university preparation such as is presented in Curriculum J which is the course of instruction provided in the Division of Commerce Education. Many states now require a four-year preparation as the minimum for the teacher's certificate.

Curriculum J is the result of sixteen years of development and represents seasoned and modern methods, both in subject-matter courses and in student teaching. The student in commerce may work in three major fields—secretarial science, accountancy, and business administration. At least sixteen semester hours of undergraduate credit may be obtained in each of these fields.

Opportunity is offered to sophomores to do student teaching in the second year in order fully to qualify for a special high school commercial teacher's certificate in those states (including Illinois) which permit it after two years of undergraduate work. Student teaching is directed by special supervisors.

Every course in the commerce curriculum carries with it technique and methods of instruction. For example, Shorthand is not merely a personal proficiency skill course but is organized on the teachers college level in theory and practice.

The Division of Commerce Education uses the entire available classroom space in the college building known as the "Old Castle" and the rooms and offices are equipped with modern business furniture and appliances. Much new equipment is being added and it is the purpose of the administration to keep a position of leadership in training commercial teachers.

The special commerce faculty numbers six specialists.

Those contemplating preparation for teaching commercial subjects are urged to plan a full four-year program of preparation—because of

- a. More certain certification.
- b. More opportunities for service in better schools.
- c. Better approach to graduate work.

31, 32 and 33. Accounting.

These three courses make up the basic work in accountancy for all students preparing to become commercial teachers. The work is in the theory and practice of accounts, beginning with the more simple transactions and records of a retail merchant. Methods of approach in the teaching of bookkeeping are introduced. The laboratory practice is gradually broadened to include varied types of business and business organizations. Students are carefully trained in the analytical work of the accountant. In Course 32 (winter term) the student is introduced to corporation accounting and modern usage in accounting records. Cost accounting as applied to manufacturing is studied in the spring quarter and many problems affecting costs and costing are taken up.

Texts: Bookkeeping and Accountancy, Rowe; Accounting Theory and Practice, Sherwood; Manufacturing Cost Accounting, Walton. Fall, winter, and spring quarters. Majors.

34 and 34a. Commercial Law.

These are among the most important courses offered in the commerce curriculum since every commercial teacher must be well-grounded in the essentials of commercial law. The topics include contracts, sales of goods, agency, negotiable instruments, estates, corporations, partnerships,

trusts, real and personal property, insurance, bailments, and the income tax law. Students are expected to become familiar with the commoner business and legal forms.

Text: Elements of Business Law, Hufcutt. Fall and winter quarters. These courses are given alternately in the first summer terms also. Half credits.

35. Salesmanship.

This course includes the study of the laws of appeal and response as applied to business contexts. The principles of salesmanship (retail, wholesale, specialty, and promotion) are developed with special attention to the personality of the salesman, himself. The advertisement, in its form and composition, is studied, with some attention to the preparation of advertising copy.

Text: Salesmanship, Fernald. Spring quarter. Half credit.

36. Business Organization.

A survey is made of the social and economic history and the influences that have determined the present-day methods of business management. The forms of business organization and the methods of promotion and expansion are studied. Office management and control are featured. In this course, much supplementary reading and investigation are required of each student.

Text: Principles of Business, Gerstenberg. Students desiring A credit may arrange with the instructor for additional assignments. Winter quarter. Major.

37. Finance.

Course 36 is a prerequisite. The subject-matter includes the meaning of credit, the place and function of banks, methods of finance administration as applied to all types of business, methods of sales management, treatment of the problems of purchasing and of traffic and transportation. Factory management and personnel employment problems are also a part of the course.

Text: Principles of Business, Gerstenberg. Spring quarter, and alternate summer terms. Major.

38. Commercial English.

This course is planned to develop the powers of the student in oral and written English as applied more particularly to business uses, and will include preparation and discussion of sales material, correspondence, demonstration and argument, advertising copy and special types of commercial writing such as bulletins and catalogs.

Text: Business English, Ross. Winter quarter. Minor.

39. Business Mathematics.

This course includes the more advanced processes in percentage, some algebraic methods used in accounting, the use of logarithms as applied to insurance and annuities. The problem material will consist of more

or less involved computations in banking, contracting, accounting, and finance. Some attention will be given to classroom presentation of the simpler problems.

Arithmetic 32, or its equivalent, is prerequisite. Text: *Mathematics of Accounting*, Curtis and Cooper. Winter quarter and first summer term. Major.

40. Marketing.

The nature of the marketing process is the basis of this course with an analysis of the problems of marketing and the devices used in solving them. It deals with selling and distribution questions at home and abroad, with attention to the handling of farm products, cooperative enterprise and raw material marketing. Some attention is also given to the administrative side of the distribution of consumer goods.

Text: *Principles of Marketing*, Clark. Summer terms, and winter quarters in alternate years; not taught in winter quarter of 1930-31. Major.

41. Accounting.

This is an advanced course in accounting theory and practice. A study is made of revenues and financial statements affecting single ownership, partnerships, and corporations, under single and double entry systems. Sufficient problem material is used to bring out the thorough mastery of the principles developed.

Text: *Principles of Accounting*, Finney. Fall quarter and first summer term. Major.

42. Accounting.

This course is a continuation of Course 41 and involves accounting practice in the installment sales, branch offices, consignments, ventures, liquidations, and reorganizations. Some practical experience is afforded students in the work of the junior accountant. The elements of income tax accounting are introduced.

Text: *Principles of Accounting*, Finney. Winter quarter and first summer term. Major.

43. Accounting.

This course is a continuation of Courses 41 and 42 and involves accounting practice and procedure in insolvency and bankruptcy, fund accounting, municipal and fiduciary accounting, actuarial science, appraisals, bond issues, corporation income tax problems, and system organization and design. Analytical studies will be made of financial statements and general ledger control methods. The consolidated balance sheet is introduced and analyzed.

Text: *Principles of Accountancy*, Finney. Spring quarter and first summer term. Major.

44. Business Management.

An advanced course in business organization with Courses 36 and 37 as prerequisite. The subject matter includes the problems of the manager

in connection with traffic, budgets, statistical analysis, forecasting, control and installation of accounting data, the problems of audit, both internal and external.

Text: Principles of Business, Gerstenberg. Field study and original investigations. The class is taken through the work of a regular audit. Spring quarter and summer terms in alternate years; not offered in spring quarter, 1931. Major.

31, 32, 33. Shorthand (First Year).

The development of phonetic writing as conceived by Gregg and worked out in his manual. The Manual is supplemented by work in shorthand penmanship, and in progressive exercises intended to increase finger dexterity and a thorough understanding and skilful application of the principles of shorthand.

Texts: New Shorthand Manual, Gregg; Speed Studies, Gregg. Majors.

34, 35, 36. Shorthand, (Second Year).

A careful review of the Gregg Manual, followed by progressive dictation taken from standard dictation texts and covering many types of business correspondence. Teaching methods are introduced and so far as possible students are encouraged to increase their shorthand skill to verbatim speed. The work of the spring term (Course 36) is elective to the extent that the student has the choice between continuing shorthand through the spring quarter of the second year and a teaching assignment in the training school.

Texts: Speed Studies, Gregg; Gregg Phrase Book; Methods of Teaching Shorthand, McNamara. Majors.

31, 32, 33. Typewriting (First Year).

Elementary courses in typewriting with the following as definite problems: learning the keyboard, acquiring correct finger control, care and manipulation of the machine, acquiring finger dexterity. The touch method is insisted upon. Frequent copy tests, direct machine dictation, rhythmic exercises, special and corrective drills serve to develop speed and accuracy. A net speed of thirty words a minute is expected at the end of the spring quarter.

Text: Twentieth Century Touch Typewriting, Lessenbery. Minors.

34, 35, 36. Typewriting (Second Year).

The second year's work begins with a thorough review of fingering. Tabulation, rough drafts, and a variety of special work in typing make up the work for the winter quarter. Frequent speed tests and drills are given. A portion of the time is devoted to transcription, stencil cutting, the operation of the mimeograph, mimeoscope, the multigraph, and office appliances. The last four weeks of the quarter are devoted to methods of teaching. Class demonstrations are given. Students prepare lesson plans and take an active part in the teaching process. In the spring

quarter, special attention is given to office training. A speed of sixty words a minute from plain copy is expected.

Texts: Twentieth Century Touch Typewriting, Lessenbery; Secretarial Studies, SoRelle and Gregg. Minors.

36A. Stenotypy.

A course in machine shorthand, developing the elements of the science and an elementary proficiency to the point of dictation at moderate speed. Limited enrollment.

Textbook: Stenotypy Manual. Spring quarter and first summer term. Minor.

35A. Office Machines.

Methods of operation and a development of moderate skill in the use of modern office equipment including the mimeograph, multigraph, calculating and computing machines, bookkeeping machine, addressograph, dictaphone, variatyper, etc.

Spring quarter, and summer terms. Minor.

45A. Materials of Business Education

A survey course in secondary commercial education, including the study of text materials, procedures, supervision, and methods in such commercial branches as bookkeeping, shorthand, typing, commercial arithmetic, commercial law, commercial geography, penmanship and junior business training, with particular emphasis upon the organization of commercial work in the junior high school.

Fall quarter. Major.

EDUCATION

The first courses in education are Introduction to Teaching, General Method of Instruction, and Educational Psychology 33, except that the course in Principles and Practice of High School Teaching is required in some curricula in place of Introduction to Teaching.

There are separate sections in these courses for kindergarten-primary teachers, intermediate grade teachers, upper grade teachers, and high school teachers. Every student is required to take these courses as prerequisite to other courses in education. After completion of these courses, another course, which is required of all students, is entitled School Organization, Classroom Management and Pupil Administration (indicated in the several curricula as School Management 36), with separate sections for teachers of the lower elementary grades, the grammar grades, junior and senior high schools and special teachers in elementary, secondary and vocational schools.

Courses in method and materials related to the elementary school subjects, or some combination of secondary school subjects, are required of every student who receives a degree or diploma.

The courses in method and materials, school organization, classroom management and pupil administration are taken concurrently with stu-

dent teaching, so far as possible, and are taught by members of the faculty directly connected with the training school in a supervisory capacity, who, for that reason, are in close contact with students as student teachers. Thus, there is the closest possible relation at all times between theory and practice. The courses in school organization and management, method and materials are at all times outgrowths of the activities of student teachers in their student teaching.

Observation of teaching has a large place as a part of the laboratory work of courses in education.

Courses in the use of mental and achievement tests require laboratory periods in carrying out a testing program in the training school or in nearby public schools.

EDUCATIONAL PSYCHOLOGY

33. Educational Psychology.

The aim is to give an acquaintance with, and to some extent an ability to use, the principles of psychology of most value in teaching. Topics: mental heredity, the measurement of intelligence, instincts, types of learning, the transfer of training, emotions, mental hygiene, and the principles of mental growth. Four recitations and two laboratory periods a week.

Texts: Psychology for Students of Education, Gates; Experiments and Exercises in Educational Psychology, Peterson; and Condensed Guide for the Stanford Revision of the Binet-Simon Tests, Terman. All quarters. Major.

35. Psychology of Child Development.

This course considers the growth and development of the young child from the standpoint of his physical, mental, social, and emotional characteristics. The interests and activities of children in the Kindergarten-Primary grades are made the basis for this course.

Texts: The Psychology of Childhood, Norsworthy and Whitely; The Child, Tanner. Fall quarter. Major.

41A. Research Problems in Educational Psychology.

Selected problems related to learning, teaching, and testing will be worked out experimentally, either in the laboratory or in the training school according to the nature of the problem chosen by the student.

Fall quarter. Major.

42A. Psychology of the Elementary School Subjects.

The course includes: 1) an analysis of the elementary school studies to discover the different types of subject-matter; 2) a study of the principles of psychology which constitute the criteria for evaluating methods of teaching the different types of subject-matter; and 3) training which will enable the teacher to use these criteria independently in criticizing methods of teaching and in developing the most effective ones.

Text: Garrison and Garrison, The Psychology of Elementary School Subjects; Peterson, Turner, and Moore, Stenographic Reports of Eighteen

Lessons in the Elementary School; Parker, Types of Elementary Teaching and Learning. Fall term and first summer term of 1932.

42B. Psychology of the Secondary School Subjects.

This course is for teachers of junior and senior high schools. The following topics are treated: the psychology of learning English, foreign languages, history, science, mathematics, and motor skill; the psychology of training in social cooperation, and leadership; tests for special abilities, and classification according to ability.

Texts: Parker's, Methods of Teaching in High Schools, and other texts to be announced when the class meets. Fall term and first summer term of 1932.

43. Business and Vocational Psychology.

This course is intended primarily for students in commerce, who desire an acquaintance with those phases of psychology that deal with the scientific bases and methods of judging people with reference to employment, advertising, and salesmanship. Some of the topics are: popular, versus scientific methods of judging character, interest tests, trade tests, aptitude tests, principles of advertising and salesmanship.

Texts: Burt, Employment Psychology; Hollingworth, Vocational Psychology and Character Analysis. Spring terms, and first summer term of 1933. (Not offered 1931-1932).

45. Psychology of Athletics.

A study of the psychological factors governing athletic activities; time reaction, mental attitudes, conditioned reflexes, economical methods in forming motor skills and habits and other correlated activities.

Text: The Psychology of Athletics, Griffith, Prerequisites: Psychology 33. Fall quarter. Major.

48. Psychology of Music.

A study of the mental processes involved in musical appreciation and activity. The perception of the tonal elements of pitch, time, rhythm, consonance and dissonance; tonal imagery and memory, and its development; measuring and selecting musical talent.

Basal Text: Psychology of Musical Talent, Seashore. Prerequisite: Psychology 33. Winter quarter. Major.

PRINCIPLES OF EDUCATION AND GENERAL TECHNIQUE OF TEACHING

31. Introduction to Teaching.

This covers the minimum essentials of what a beginning teacher ought to know and be able to do with reasonable success in elementary teaching. It deals with the practical rather than the theoretical problems of teaching.

Text: The Beginning Teacher, Almack and Lang. All quarters. Major.

34. General Method of Teaching.

The aim of this course is to derive pedagogical principles from an examination of educational aims, materials, and psychological principles; in the light of these pedagogical principles to consider the relative merit of the teaching methods employed by skilled teachers and to develop an understanding of the best known objective standards now being used to diagnose specific abilities or determine the relative scholarship of children.

Prerequisite: Course 33 or equivalent. Texts: *Essentials of Good Teaching*, Turner; *Morrison's The Practice of Teaching in the Secondary School*. All quarters. Major.

35. Principles of Education.

A study of fundamental principles underlying educational activities. Leading topics; educational aims, sources of human conduct, modifiability of conduct through educational agencies, educational value of the studies and of other school agencies.

Prerequisites: Courses 33 and 34. Texts: *Principles of Education*, Ruediger; *Psychology of Conduct*, Schroeder. Fall and spring quarters and first summer term. Major.

36. Educational Sociology.

The material in this course shows the student how the school in all of its activities can and should be used to meet and solve the problems of society—political, economic, and social. Emphasis is placed upon the school as an agency of social control as well as an agency of guidance in vocations, habits, skills, and attitudes. The necessity for adapting the school work to the changes in society is made an important part of the work.

Text: *Martz and Kinneman, Social Science for Teachers*. Fall and winter quarters, and summer terms. Major.

36A. Early Childhood Education.

This course includes a study of the principles and methods of the nursery, the kindergarten and the primary school, with a survey of the history and development of early childhood education including a consideration of the work of some present day educators.

Texts: *The History of the Kindergarten in American Education*, Vandewalker; *the Montessori System Examined*, Kilpatrick. Assigned reading. Fall quarter. Major.

38. Principles and Practice of High School Teaching.

A junior college course to be taken in place of Education 31 by students who are preparing to teach in high schools. The purpose is to present the responsibilities and privileges of high school teachers in terms of the enlarging conception of the modern high school. The course is definitely related to actual school conditions, particularly in the University High School. The general technique of teaching in the secondary school, including the junior high school, is given thorough treatment.

Prerequisite, Psychology 33. Texts: Introduction to High School Teaching, Colvin; The High School Age, King. Collateral reading, individual and group reports, observation. Fall, winter and spring quarters and first summer term. Major.

53. Diagnostic and Remedial Instruction.

This course deals with the improvement of teaching in the elementary school through diagnosis and remedial treatment; and more generally, the isolation and removal of any cause of non-learning or inefficient learning, through the administration of remedial or corrective treatment.

Some summer terms. Major.

METHOD AND MATERIALS OF INSTRUCTION

37. The Kindergarten-Primary Curriculum.

In this course a study is made of the subject matter of the kindergarten and primary school, the manual activities, plays, games, language, literature, music and nature study with reference to its organization. The fundamental factors in the making of the kindergarten curriculum are discussed, also the relation of the kindergarten to the first grade.

Text: The Normal Child and Primary Education, Gesell; Unified Kindergarten and First-Grade Teaching, Parker and Temple. Winter quarter. Major.

32B. Method and Materials in Primary Reading.

Major topics: eye-movements in primary reading; oral and silent reading; function of the kindergarten in preparing for reading; method and materials used in teaching primary reading; phonetics and word recognition; testing and remedial work; general and assimilative reading.

Text: Teaching Children to Read, Klapper. All quarters. Semi-major.

32C. Method and Materials in Intermediate Grade Reading.

This course deals with the problems of teaching reading in the intermediate grades to secure speed in silent reading and good expression in oral work. No student may receive credit for both primary and intermediate reading.

Text: Reading Objectives, Anderson and Davidson. Summer terms. Semi-major.

33B. Method and Materials in Upper Grade Reading.

A study of the problems that arise in the upper grades; standards are established for use in teaching silent and oral reading; reading tests; opportunity given to observe reading classes in the Training School.

Texts: How to Teach Reading in the Public Schools, Clark; Reading Objectives, Anderson and Davidson. Winter and spring quarters. Semi-major.

42A. Method and Materials in Intermediate Grade Art.

This course is planned to prepare a student to teach art in the upper elementary grades. The function of art in the curriculum of these grades and its relation to the subject matter taught will be considered, together with the organization of the art lesson for these grade levels. Some practical art work will be undertaken.

Prerequisites: Drawing 30 or Perspective 32 and Color 35. Outside preparation, one hour daily. Text: *Art in the Elementary School*, Mathias. Fall quarter. Major.

43A. Method and Materials in High School Art.

This course is planned for the special teacher of art in the junior and senior high schools. The types of art courses best suited to these ages. Practical problems of organization and presentation of the art lesson will be studied. Some practice and some outside preparation will be expected.

Prerequisites: Courses 32 or 30, 38 and 35. Winter quarter. Major.

32D. Method and Materials in Music in Primary Grades.

The complete song as a basis for the child's music education, taught by rote. Selecting songs; (a) with reference to their use; (b) with reference to the child's voice. How to teach a rote song; development and care of the child voice; the monotone; observation of the simpler elements of the familiar song; notation of familiar melodies; written work; reading simple melodies.

Prerequisite: Music 30. Texts: *Ideal Music Series*, Books One and Two. Winter and spring quarters. Minor.

33D. Method and Materials in Music in Intermediate and Upper Grades.

This course covers the work for grades five to eight inclusive. A discussion of the presentation and development of the chromatic tones and logical succession in the study of the various rhythmical problems; the presentation and development of the several forms of the minor scale; part-singing; modulation; classification of voices in the upper grades; written work; song interpretation; practice teaching in the Training School.

Text: *Ideal Music Series*, Book Three. Prerequisite: Course 31. Fall quarter. Major.

32A. Method and Materials in Lower-Grade Geography.

A study of the content, organization, and presentation of the materials for geography in the lower grades. A six-weeks course required of all students in Curriculums B and C. Fall term sections for Curriculum C, devoted to pre-geography work; spring, mid-spring and summer term sections for Curriculum B.

Prerequisite: Geography 31 Texts: *Modern Methods in Teaching Geography*, Crawford and McDonald; *Home Geography*, Ridgley and Dillon; *World Geography*, Ridgley, Ekblaw, and Dillon. All quarters. Semi-major.

33A. Method and Materials in Upper-Grade Geography.

A course similar in character to Course 32A, with emphasis on the problems of upper-grade geography. A six-weeks course required of all students in Curriculum A.

Prerequisite: Geography 31. Texts: *Modern Methods in Teaching Geography*, Crawford and McDonald; *Advanced Geography*, McMurray and Parkins. Winter and spring quarters and summer terms. Semi-major.

49B. Method and Materials in High School Geography.

The organization and presentation of geographic subject matter in the high school; a survey of existing text-books; the use of the laboratory and field trip in high school teaching.

Prerequisites: Geography 30 and 37 or their equivalents. Texts: Hopkins' *Elements of Physical Geography*; Staples and York, *Economic Geography*, with much library reading. Winter quarter. Major.

35. Method and Materials in Intermediate Grade Language.

This course is based upon the State Course of Study. The relation of the language work to the other studies of each grade is shown; also the method of dealing with the poems, stories, and other exercises of the State Course.

Texts: *Lessons in English*, Book I, Gowdy and Dexheimer; *Better Every-Day English*, Paul; *State Course of Study*. Winter and spring quarters and both summer terms. Semi-major.

31. Method and Materials in Lower Grade Arithmetic.

This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades with emphasis upon the best modern methods of teaching the subject. A careful study is made of our number system, of the fundamental process with whole numbers, fractions and decimals, of the ordinary units of measure, of problems and their solution. In addition to the text-book work the course demands considerable library reading, and includes a number of demonstration lessons given by teachers of the Training School. It is planned for high school graduates and for teachers of experience, and is required of all students in Curriculums B, C, L, and N.

Text: *The State Course of Study*; *Arithmetic for Teacher Training Classes*, Taylor. All quarters. Major.

32. Method and Materials in Upper Grade Arithmetic.

This course covers the mensuration and percentage of the seventh and eighth years in the Illinois State Course of Study. In the course in mensuration intuitive geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for measuring areas and volumes are developed experimentally, and the results used in the solution of problems. As a basis for the work in percentage the three type-problems are studied. Then follows a consideration of the applica-

tions of percentage with special attention for their economic aspects and the usages of the business world.

Texts: Arithmetic for Teacher Training Classes, Taylor; Illinois State Course of Study. All quarters. Major.

41. Advanced Methods in Arithmetic.

This course is planned for administrators, for supervisors of arithmetic and for teachers of experience. It includes such topics as studies that have been made in the social usages of arithmetic, outstanding courses of study, methods of procedure in selected topics with investigations that have been made that pertain to them, tests, helping the backward pupil, criteria for selecting text books, and the equipment of the classroom.

Prerequisites: Arithmetic 31 and 32 or their equivalents; Psychology 33. Students are advised to take Educational Tests and Measurements 43 at the same time unless they have had it. Each student will be asked to buy one or two books, and there will be extensive library reading. Winter quarter and first summer term. Major.

31B. Curriculum Materials in Geometry for High School Teachers.

This course covers Plane Geometry. Smith's Essentials of Plane Geometry is used as a guide for the fundamental theorems and constructions, and to illustrate quality of work from high-school students. More rigorous proofs for some of the basal propositions and more difficult originals will be required than are required of high-school students. Topics in Modern Geometry are selected from College Geometry by Altshiller-Court.

Prerequisite: Algebra 30A, Trigonometry, and Analytic Geometry. Winter quarter and first summer term. Major.

45, 46. Method and Materials in Junior and Senior High School Mathematics.

Course 45 deals chiefly with the mathematics of the junior high school and Course 46 with that of the senior high school. The courses include a discussion of the aims in teaching mathematics, the high school mathematics curriculum, teaching pupils to appreciate mathematics, the use of the class hour, tests, the mathematics library, classroom equipment, with emphasis upon the presentation of many topics of major importance in percentage, mensuration, intuitive geometry, algebra, and geometry. The course requires extensive reading.

Books most used are: The Report of the National Committee on the Reorganization of Mathematics, the Year Books of the National Council of Teachers of Mathematics, Mathematics in the Junior High School, Clark; Teaching Junior High School Mathematics, Barber; Psychology of Algebra, Thorndike; Teaching of Mathematics in Secondary Schools, Schultze; Teaching of Algebra, Nunn, and the Teaching of Junior High School Mathematics, Smith and Reeve. Prerequisites: Arithmetic 32 and Course 44 and its prerequisites. Winter and spring quarters 1932-1933, and alternate years thereafter. Major.

41A. Method and Materials in Nature Study.

The course deals with the underlying principles of nature study, material and equipment necessary for effective teaching; methods of teaching including participation in lessons taught in the training school.

Prerequisites: High School Botany or Zoology or Nature Study 31, 32 or 33, Fall quarter, Major.

42. Organization of Nature Study for the Grades and Science for the Junior High School.

The first half of this course deals with the organization of material into courses for the first six grades. The second half of the term deals with the content, organization and presentation of Science in the Junior High School.

Prerequisites: High School Botany or Zoology and Physics or General Science. Winter quarter. Major.

40. Method and Materials in High School Biology.

This course deals with the outcome that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject-matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; and with the general current problems of science teaching in the high schools. Students should take this course the last year before leaving the institution to teach biology in the high school.

Prerequisites: Botany 31 and 32, Zoology 31 and 32, and Physiology 31. Text: Teaching Botanist, Ganong. Winter quarter. Major.

46A. Method and Materials in High School French.

The recommendation of the Modern Foreign Language Study are made the basis for examination of methods in teaching grammar, reading, pronunciation, and other aspects of instruction in French. Textbooks are examined and compared. A bibliography and sources of realia are made available.

Spring quarter, 1932, and alternate years thereafter. Major.

47A. Method and Materials in High School Chemistry.

The course includes a consideration of the modern scientific view point, the aims of high school chemical instruction, the selection and organization of subject-matter, classroom and laboratory instruction and management and current problems in chemical education. Extensive use is made of the Journal of Chemical Education.

Prerequisites Chemistry 31, 32, 33 or equivalents. Texts: The Teaching of Science and The Science Teacher, Brownell and Wade; Investigations in the Teaching of Science, Curtis. Spring quarter. Major.

47. Method and Materials in High School Physics.

This course endeavors to present the purpose of a beginning course in physics and to teach the proper methods of presenting the subject-

matter to high school pupils. The purpose and method of conducting laboratory experiments; the selection of experiments and apparatus; and suggestions for the proper equipping of a physics laboratory are also included. Thruout the course, current educational literature is used for reference reading. An attempt is made to create an appreciation of the evergrowing educational material concerning teaching methods. This course should be followed by teaching a class in high school physics.

Prerequisite: One year of college physics. Text: Science Teaching. Twiss. Fall quarter. Major.

49. Method and Materials in High School Speech.

A study of objectives, sources of material and methods used in teaching oral English in the high-school. The correction of speech defects, the teaching of drama, public speaking, and debating are given attention. The organization and management of high-school literary societies and speaking contests are considered.

Text: A Course of Study in Speech Training and Public Speaking, Drummond. Spring quarter. Major.

43. Method and Materials in High School German.

This course discusses the material in pronunciation, grammar, vocabulary, conversation, reading, and writing to be presented to high school classes and the methods of dealing with these topics. Syllabi for two-year, three-year, and four-year courses in high school German are worked out. The reports of American and Canadian Committees on Modern Languages which bear on the teaching of German are studied. The use and interpretation of standard tests is discussed. It is particularly desired to keep the course practical in suggestions and ideas for inexperienced teachers.

49A. Method and Materials in High School Latin.

The purpose of this course is to prepare the students for the teaching of Latin in the high school. Problems and methods of teaching of beginning Latin, Caesar, Cicero, and Vergil in high school are the main study in this course. Provision is made for the actual contact with teaching situations through supervised observation.

Prerequisites: At least six major credits in college Latin and junior standing. Spring quarter. Major. (Required of all students with a major in Latin and of those receiving the recommendation of the department as teachers.)

40B. Method and Materials in English Composition.

This course includes a study of the materials and methods of teaching the mechanics of English, diction, and vocabulary building, and oral and written composition in the grammar grades and in the high-school.

Prerequisites: Science of Discourse and at least sophomore standing. Some summer terms. Semi-major.

31A. Method and Materials in Literature.

This course considers the function of literature and its right to be in the curriculum; selection of material for grades and for high-school; and the method of handling the material in the classroom. In the fall term the course gives more careful attention to the primary grades, in the winter to the high-school, and in the spring to the upper grades.

Text: *Literature and Life in School*, Colby. All quarters. Major.

33. Method and Materials in Lower Grade History.

A course dealing with the meaning of history and its aims and methods in the lower grades. The content of the elementary school history curriculum is reviewed and special attention is given to such subjects as use of pictures and maps, dramatization, problem method and the socialized recitation in history.

Fall and spring quarters. Major.

34. Method and Materials in High School History

A study of the scope of history in the high school, its aims, methods of study, and recitation. Some of the topics considered are: The organization of subject matter for teaching purposes, special methods of procedure, measuring progress within the subject, the term paper and the notebook, and collateral reading problems.

Prerequisites: History 31 and 32, or 35 and 38. Text: *Teaching of History in Junior and Senior High Schools*, Tryon. Winter quarter. Major.

45B. Method and Materials in High School Agriculture.

This course deals with the practical analysis and study of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agricultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agricultural teacher.

Prerequisites: Psychology 33, General Method 34 and Rural Education 39.

SCHOOL ORGANIZATION, ADMINISTRATION AND SUPERVISION**32. Country School Management.**

This course deals with school organization, management, the child, the learning process, the lesson, the teaching process, the observation lessons. It gives special attention to the application of teaching in the rural school and rural environment.

Texts: *Lowth, Everyday Problems of the Country Teacher*. Taught in the fall quarter and both summer terms. Major.

36. School Organization, Classroom Management and Pupil Administration.

A study of school organization, supervision, and classroom management. Consideration of school hygiene, personality of the teacher, the teacher's relations, and other factors that condition success in class management and pupil administration.

Prerequisites: Courses 33 and 34. Texts: School Hygiene, Dresslar; Legal Opinion on the Public School as a State Institution, Schroeder; Manual for School Officers, Anderson. All quarters. Major.

39. Rural Education.

This is intended to be a practical course dealing with the supervision, organization, and maintenance of schools of the country town and countryside, with the organizations, aiding or cooperating with the schools, and including a brief study of changes in the life of the small community and means of adapting organization, equipment, maintenance, and curriculum to meet these new needs.

Texts: Rural Education, Brim; Rural Life and Education, Cubberly. Fall quarter. Major.

40. The Consolidated and Village School.

A study of the problems of the small town and consolidated school; the principal's personal relations to the board, to the teacher, to pupils, to parents, and to the public; problems of instruction, supervision, grading, curriculum, health, physical education, student activities, and financing.

Prerequisites, two courses in education. Texts: Administration of the Smaller School, Gates; Administration of Village and Consolidated Schools, Finney and Shafer. Winter quarter. Major.

47. Survey of School Administration.

The national government, the state and local units of administration of public education; finance, organization, supervision; general, supplementary and special education.

Texts: Public School Administration, Cubberley; State School Administration, Cubberley. Fall quarter, and first summer term of 1931. Major.

48. Problems in General School Administration.

The application of scientific methods in determining the efficiency of a school system; the interpretation of school statistics; school records, reports, surveys.

Texts: School Statistics and Publicity, Alexander; Problems in School Administration, Lindsay. Winter quarter, and second summer term of 1931. Major.

49. Problems in High School Administration.

Curriculum, equipment, class organization, technique of management and supervision, relation to elementary and higher education, social activities.

Texts: Modern High School, Johnston; Adolescence and High School Problems, Pringle. Spring quarter and summer terms of 1931. Major.

35. Physical Education Administration.

A course in the planning of a physical education course, studying of lesson plans, and of the different problems that arise in physical education work.

Text: Organization and Administration of Physical Education, Williams. Spring quarter. Major.

46. Physical Education Organization.

The organization of physical education programs; formal and informal programs; special study is made of programs for smaller communities.

Text: The Organization and Administration of the Physical Education, Williams. Spring quarter. Major.

37. Playground Supervision.

A course in the theory and Practice of Play. The physiological and mental characteristics of the different age groups are studied, with their relations to the types of play that should be taught to children of that particular age.

Text: The Organization and Administration of Playgrounds, Nash. Fall, winter, spring quarters, and first summer terms. Major or minor.

51. Supervision of Instruction.

This course attempts to determine the objectives of supervision, the aims of class room instruction, the best methods of teaching, and recognized standards of attainment, and their relative value. It discusses the means of securing a cordial teacher attitude and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of aims, methods, and standards considered.

Text: Supervision of Instruction, Nutt. Spring quarter and first summer term. Major.

49A. Problems in the Supervision of Music.

Educational objectives; elementary, junior and senior high school curricula; principles of supervision.

Spring quarter. Major.

52. The Junior High School.

A course dealing with the origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the Junior High School.

Text: The Junior High School, Smith. Some summer terms. Major.

EDUCATIONAL AND MENTAL TESTS AND MEASUREMENTS

42. The Measurement of Intelligence.

A study of methods of measuring intelligence, and of plans for using the results in grading pupils and differentiating instruction according to their needs. Students are given practice in giving tests in the training school, in class-organization, and in instruction-differentiation. The aim is to give teachers control of the use of intelligence tests. Four recitations and two laboratory periods a week.

Prerequisites: Education 33 and 34. Texts: *The Measurement of Intelligence*, Terman; *The Psychology of Sub-normal Children*, Hollingworth; *Mental Tests*, Freeman. Winter quarter and first summer term of 1931. Major.

43. Educational Tests and Measurements.

The assignments in this course are arranged to meet the needs of administrative positions and of those who are preparing for positions in the elementary schools and for high school positions. It is designed to give the student a careful survey of representative standardized achievement tests, the methods of procedure in using them, statistical methods used in reporting results on scores, the interpretation of the results, their value for classification, their diagnostic value, and remedial teaching procedures. Each student will make a selection of the tests that are adapted to the type of position for which he is training, and will be given practice in administering and reporting the results of such tests. The course also includes a study of informal objective examination methods, drill in the preparation of these new-type objective examinations and in statistical methods.

Prerequisite, Psychology 33. Texts: *Educational Tests and Measurements* (Revised Edition), Monroe, DeVose, and Kelly; *Tests and Measurements in High School Instruction*, Ruch and Stoddard. Spring quarter and first summer term of 1931. Major.

49A. Physical Education Tests.

A study of physical efficiency and motor ability tests; the need for measurement in physical education, graphic methods used in representing a pictorial analysis of physical measurements and similar topics.

Text: *Tests and Measurements in Physical Education*, Bovard and Cozens. Spring quarter. Major.

41. The Measurement of Social, Emotional, and Vocational Character.

The purpose of this course is to make the student conscious of the merits and defects of popular methods of judging social, emotional, and vocational character, to show how psychology has tried to make the traditional methods scientific, and to supplement these with new methods employing the technique of objective testing. Prerequisites: Education 33 and 34.

Texts: *Educational Psychology*, Briefer Course, Thorndike; *Judging Human Character*, Hollingworth. Fall term, and first summer term of 1931.

HISTORY OF EDUCATION

44. Ancient and Medieval Education.

A study of education among the ancient and medieval peoples, with special reference to the relation of education to the life of the people; constant comparison of historical situations with present-day social and educational conditions.

Prerequisite, good courses in history, social science, and literature. Text: History of Education, Cubberley. Fall quarter, and second summer term of 1931. Major.

45. Education in Modern Europe and the Orient.

A study of the development and present status of education in leading European states, Japan, and China. Adequate attention is given educational theory and practice since the Renaissance, but due emphasis is placed upon the import of education as a social and political factor in modern civilization; comparison with conditions and problems in the United States.

Prerequisite, courses in modern history. Text: History of Education, Cubberley. Winter quarter, and second summer term of 1932. Major.

46. Education in the United States.

A genetic study of American education in its relation to national life and character; emergence of the institution of free public education for all the people; aims, subject matter, methods, schools and organized systems, teachers; present tendencies.

Prerequisite: Approved courses in history, literature, and social sciences. Text: Public Education in the United States, Cubberley. Spring quarter. Second summer term of 1933. Major.

INDUSTRIAL EDUCATION

34. Method and Materials in Industrial Arts.

This is a special method course and deals with the fundamental problem in teaching. Some of the subjects considered are: the place of industrial arts in education at present; the development of appreciation; types and classification of manual arts; the philosophy, psychology, and aims or purposes; typical methods of teaching hand work; the lesson and lesson plans or job sheets; class management; success and standards of a teacher; and selection and organization of subject-matter for teaching.

Text: Teaching the Manual and Industrial Arts, Griffith. Prerequisite: Benchwork. Fall quarter. Major.

38. Principles and History of Industrial Arts.

This course follows the various movements and influences that have contributed to our present-day manual and industrial arts courses, and considers especially the philosophy and basic principles of each. The work of the educational reformers, the manual labor movements Europe

and the United States, the Land Grant Act of 1862 and the rise of technical education, arts and crafts influence, Swedish sloyd, the Russian system and its introduction into high schools, the vocational education influence and the demands for teaching farm and home mechanics—all these are studied with reference to our present courses.

Text: History of Manual Training up to 1870, by Bennett, and library reading. Spring quarter. Minor.

45. Vocational Education.

This course is planned to meet the needs of the students and teachers of industrial arts, agriculture, and home economics especially, but it will also be open to persons who are preparing to be superintendents and principals. The fundamental problems in the field of vocational education will be studied. Topics: Various types of vocational education, apprenticeship, relation of vocational education to general education, and Smith-Hughes Act, and State Aid. It is expected that a brief study of vocational guidance and the problems of placement will be made near the end of the quarter.

Prerequisite: Psychology 33 and General Method. Fall quarter 1928 and alternate years. Major.

46. Administration and Supervision of Industrial Education.

This course is planned to meet the needs of persons who expect to direct teachers and organize courses in manual and industrial arts of both the educational and vocational types. While parts of the work will be somewhat technical, the course will be open to junior and senior students who look forward to being principals and superintendents, and also to senior college manual arts students. An analysis of the field of work and duties of a person who directs manual arts will be made. Topics for consideration: aims and objectives in various grades, organization of courses of study, equipments, qualification of teachers, administrative and supervisory duties and responsibilities.

Prerequisites: Psychology 33 and General Method. Text: Industrial Education Administration and Supervision, Smith. Fall quarter. Major.

HOME ECONOMICS EDUCATION

43. Home Economics Organization.

This course deals with a brief history of Home Economics instruction; a careful study of the means and methods of teaching Home Economics; the planning of courses of study, equipment and cost of maintenance; the preparation and collection of illustrative material. Required of all students preparing to teach Home Economics.

Prerequisites: Education 32 and 33 or their equivalent, Clothing 33, Foods 32 and Home Management 33. Fall quarter and first summer term. Text: Teaching Home Economics, Brown and Haley. Major.

44. The Administration of Vocational Home Economics.

This course aims to present a general survey of the organization of Home Economics for Vocational homemaking. It deals with the subject

matter, the concrete materials, and the first-hand experience which should form the basis of the work in the Smith-Hughes schools.

Prerequisites: Home Economics Education 43. **Text:** Home Economics in Education, Vevier. Fall quarter. Major.

ENGLISH

The courses in English are of three kinds: (a) English writing; (b) English literature; and (c) speech.

ENGLISH LANGUAGE

Opportunity is offered to take two years of work in English language. The second year consists of the history of the English language and of creative writing and is intended for juniors and seniors who have demonstrated talent in writing. Theme Writing 32 is required of all students and may be taken in the freshman or sophomore year. Advanced Exposition 41 is required of all juniors and seniors and may be taken in either year. An elective course in Journalism affords an opportunity to write for publication in the university weekly newspaper. The course Creative Prose Composition is an advanced course for juniors and seniors who are interested in creative writing.

1, 2, 3. Corrective English.

1. Spelling.

All students are offered an examination in spelling at the opening of the fall term and at least once within each other term thereafter. Those who show by such examination the ability to spell ninety out of one hundred familiar words are excused from further work in spelling. Those who do not pass the examination should, as early as practicable, take a course of five weeks, or longer if necessary. No student is recommended for a teacher's certificate or for a position to teach or for a diploma until he has carried spelling.

All quarters. No credit.

2. Penmanship.

A course to enable students to improve their writing if it is manifestly illegible or in bad form. It is a required subject for those whose writing is distinctly poor.

All quarters. No credit.

3. Elementary English Composition.

This is a practical no-credit course in English composition for students who have revealed deficiencies in their preparation.

Texts: Studies in Grammar, Heamans; Practice Leaves in the Essentials of English, Moffett and Deffendall; Century Handbook of Writing.

31. English Grammar.

A study of the sentence and of parts of speech. For high school graduates and experienced teachers.

Text: English Grammar, Gowdy. All quarters. Major.

32. Theme Writing.

A course in theme writing. Special attention is directed to the improvement of the vocabulary, to organization of material, and to effective methods in description, narration, and exposition. Two themes a week are required.

Texts: Composition for College Students, Thomas, Manchester, and Scott; The Century Collegiate Handbook. All quarters. Major.

33. Journalism.

A practical course in English Composition as related to the production of the modern newspaper. It is the especial function of this class to gather and write news for the Vidette. In the fall term the course consists of a general study of news writing and reporting; in the winter term particular attention is directed to editorial writing and editing; in the spring term emphasis is placed on feature story writing.

Text: Bleyer, Newswriting and Editing. All terms.

34. History of the English Language.

This course traces briefly the phonological and inflectional changes that the Teutonic dialects of the Angles, Jutes, and Saxons have made during their development into the spoken and written English of today. The periods of literary ascendancy of different dialects and the establishment, the history, and the tendencies of the modern standard speech are considered. Emphasis is placed on the native element in, and the growth of, the English vocabulary. Oral reports of collateral reading are regularly required.

Text: History of the English Language, Emerson. Spring quarter. Major.

41. Advanced Exposition.

A course in the structure and methods of detailed exposition. Emphasis is laid on the methods and standards of investigation, on organization of subject matter, and the principles governing connected discourse. This course is required of all juniors except those who have obtained a grade above 89 in Theme Writing.

Prerequisite: Theme Writing 32 or its equivalent. Texts: Expository Writing, Fulton; Points of View for College Students, Kaufman. Fall, winter, and spring quarters. Major.

42. Creative Prose Composition.

The aims of this course are, first to acquaint the student with the creative prose writing of some of our most distinguished authors, with special emphasis on those of the past half century; and second to stimulate him to creative writing of his own in such fields as the Familiar Essays and the Short Story.

Prerequisite: Theme Writing 32. Texts: Short Story Writing, Orvis; Modern Familiar Essays, Tanner. Spring quarter. Major.

ENGLISH LITERATURE

The fundamental courses in English literature, which are prerequisite to all other courses, except English Literature 34A, are English Literature 32 or English Literature 33, 34 and 35. The latter is an intensive year-course consisting of an historical survey of English literature. This course includes very wide reading of literature from the earliest periods down to the present time.

Other advanced courses in literature afford an opportunity to study special periods or special fields. A student is not able, within the limits of a four-year curriculum, to take all of these courses and not all are offered in any one year. A selection is made so that the student receives thorough training in one or two fields or periods. Several of the advanced courses are given in alternate years.

34A. Children's Literature.

A study of different kinds of poems and stories, their source and educational value. Principles of selection, adaptation and classification are considered, and opportunity is given to tell stories to different groups of children.

Text: Literature in the Elementary School, MacClintock. Winter and spring quarters. Major.

32. Literary Types.

This is a study of the elements of verse and the great typical forms of poetry; and of the chief prose forms emphasizing in prose the essay and the novel. The drama whether in verse or in prose is of course included.

Text: Introduction to Poetry, Hubbell and Beaty. Fall quarter and summer terms. Major.

33. Earlier English Poetry and History of English Literature to 1700.

This is an extensive rather than an intensive course, covering the period from the beginning of English Literature to the days of Pope and Swift.

Texts: English Poetry, Manly; History of English Literature, Moody and Lovett. Fall quarter. Major.

34. Later English Poetry and the History of English Literature from the Beginning of the Eighteenth Century.

This is a continuation of Course 33 and uses the same texts.
Winter quarter. Major.

35. American Literature.

A rapid survey of American Literature from colonial beginnings to the present time. It is based on Century Readings from American Literature, Pattee, with History of American Literature, Halleck, to supply a background.

Spring quarter. Major.

36. Wordsworth and Milton.

In this course close study is given to a number of Wordsworth's poems, and less detailed study to a considerable body of his work. In Milton likewise there is careful study of at least three of his minor poems and one book of *Paradise Lost* with rapid reading of the rest of *Paradise Lost*. A course recommended to high-school teachers of literature.

Texts: *Poems of Wordsworth, Selected and Edited* by Matthew Arnold, Macmillan Company; and *Milton; Complete Poetical Works*, edited by William Vaughn Moody, Houghton Mifflin Company. Fall quarter and some summer terms. Major.

37. Shakespeare.

Two plays are studied in detail in class, *Macbeth* and either *Hamlet* or *King Lear*. Outside of class either three plays of Shakespeare or Marlowe's *Edward II*, Shakespeare's *Richard II* and a comedy are studied and then carefully discussed in class. These plays always include a comedy and a history that all types of Shakespeare's plays may be studied. In 1930-1931 the plays studied will be *Macbeth* and *Hamlet* in class, *Henry IV, Part One*, *As You Like It*, and *Twelfth Night* outside of class. This course or its equivalent elsewhere is a prerequisite for English Literature 41.

Winter quarter and some summer terms. Major.

38. Modern Essays and Poetry.

Without setting rigid dates to modernism in either verse or essays, this course is intended to give the student some notion of current trends of thought, feeling, and art in these fields of literature.

Texts: *New Voices*, Marguerite Wilkinson; and *Atlantic Classics* (first series). Prerequisite: Course 32, or its equivalent. Spring quarter and some summer terms. Major.

41. Shakespeare.

Twelve or fifteen plays are studied with reference to the sources and material used by Shakespeare, the date of production, the dramatic structure of the plays, the characterization and motivation. These include typical plays from Shakespeare's earliest work to his latest. The Elizabethan theater also is studied for its influence on dramatic structure.

Texts: Complete edition of Shakespeare's Plays, one volume, Oxford University Press; *Introduction to Shakespeare*, MacCracken, Pierce and Durham. Prerequisites: Three years high school work in literature and at least two courses in literature of college grade. One of these should be Course 37 unless a full equivalent has been taken elsewhere. Spring quarter and summer terms. Major.

42. American Poetry.

This is a course in the rapid reading of American poets from Bryant down. It covers study of their characteristic themes, attitudes, styles, and their relations and contributions to the national life.

Texts: Chief American Poets, Page. Prerequisites to this and the following courses: A year's work in college literature, including Course 32 or its equivalent. Fall quarter 1931 and alternate years thereafter, and some summer terms. Major.

43. English Drama.

This is a study of the development of the drama from the miracle plays down to the closing of the theater by Parliament in 1642. For the first part of the work the authorities most used are Pollard, Manly, Gailey, Schelling, Chambers, and Ward; later, Chief Elizabethan Dramatists, edited by Neilson, is the text.

Prerequisite: Six college courses in literature, including Course 37. Winter quarter 1931-32, and alternate years thereafter and some summer terms. Major.

44. The English Novel.

This sketches briefly the literary types that led to the novel and then studies characteristic novels by Richardson, Fielding, Smollett, Sterne, Walpole, Goldsmith, Burney, Edgeworth, Jane Austen, Scott, Dickens, Thackeray, Bronte, Eliot, Meredith, Trollope, Reade, Hardy, Hawthorne, Stowe, James, Howells, Stevenson, together with a few of the best of the current novels of Great Britain and America.

Prerequisite: Four college courses in Literature. Cross's Development of the English Novel is used as a guide in part, but the library is the main dependence for material. Spring quarter 1932 and alternate years thereafter, and some summer terms. Major.

45. British Poetry of the Nineteenth Century.

A study of the chief poets of the period, their themes, their thoughts, their styles, and their relations to their times.

Text: British Poets of the Nineteenth Century, Page. Prerequisites: Courses 32, 33, and 34 or their equivalents. Fall quarter 1932 and alternate years, and some summer terms. Major.

46. Browning.

A study of a wide variety and great body of Browning's work, including his chief lyrics, narratives, monologues, and dramas, together with The Ring and the Book.

Text: Macmillan's or Houghton Mifflin's one volume edition of Browning's works. Prerequisite: Six college courses in literature. Winter quarter 1932-33 and alternate years, and some summer terms. Major.

47. American Prose of the Nineteenth Century.

This covers the most representative American prose writers of the century aside from fiction. It is largely a study of the best thought of the time on literary, social, religious and political themes.

Text: The Chief American Prose Writers, edited by Norman Foerster, supplemented by library readings, and by Riverside Literature Series, Nos. 32 and 261. Prerequisite: Three college courses in literature. Winter quarter and some summer terms. Major.

48. British Prose of the Nineteenth Century.

This corresponds to Course 47 and does for British prose what Course 47 does for American.

Text: Alden's Readings in English Prose of the Nineteenth Century. **Prerequisite:** Four college courses in literature. Spring quarter 1933 and alternate years. Major.

SPEECH

The needs of teachers are kept in mind throughout all of the courses in English composition and English literature.

In the courses in speech training is offered which is valuable to an individual no matter in what field of work he may be engaged. The correction of one's speech defects, together with a knowledge of the nature of superior conversation, of the elements of parliamentary law, and of the characteristics of first-rate public speaking prove decidedly helpful in social, business and professional contacts.

Speaking is an important part of the work of teaching. The assignment, the review and the class discussion are but a few of the scores of teaching devices in the use of which good speech is essential. The special needs of the teacher are considered in each course offered. Voice improvement is but one of the many things undertaken by the department which enables an educator to work with more ease and efficiency.

Students are trained to be teachers of speech in a special four-year curriculum.

Courses are offered which prepare students to teach phonics, oral reading, dramatization and speech correction in the elementary school. Teachers of drama, public speaking and debating are prepared to do thorough work in the field of secondary education. Debate coaches, able to do a type of coaching rich in educational values, are sought by the high schools of the state as rapidly as they can be developed. The department also prepares dramatic coaches able to make dramatic performances result in the numerous educational outcomes which may be associated with drama in the secondary school.

Many plays are presented each year in the University Theater. These afford abundance of opportunity for those interested in dramatics to take part in the histrionic performances of the school.

Contests in oratory, extempore speaking and in platform reading are held annually. Through these, speakers are chosen to represent the university in the intercollegiate speech meets and tournaments in which its representatives participate.

Each winter considerable attention is given to coaching a women's debating squad and a men's debating squad. Our debating squads have acquitted themselves in a creditable manner in competition with squads from other institutions. The intercollegiate debating done by the University is recognized as possessing outstanding merit. During the past five years three state debating championships have been won.

Students find pleasure and helpful development resulting from membership in the various college literary societies. The Jesters and Theta

Alpha Phi are organizations composed of young people interested in dramatics. The women's debating club and the men's debating club make valuable contributions to the work of developing university debaters. Many a prominent alumnus attributes his success in part to the training in speech which he received as a member of one or another of the university literary societies. Interested students find little difficulty in securing membership in the literary clubs of the institution.

35. Phonics and Dictionary Work.

This course should be taken as soon as practicable after matriculation. A study of the formation of English vowel and consonant sounds, syllabication, accent, and diacritical marks with much practice in pronunciation; supplementary to Courses 30 or 31. Students who are proficient in the use of the dictionary may be excused from taking this course, the test of proficiency being an examination offered in the first day of each term and on succeeding days until completed.

Texts: Dictionary Work, Metcalf and De Garmo; some good dictionary. All quarters. Semi-major.

30. Elementary Reading.

An elementary course designed for those students who are deficient in oral reading. Vocabulary building, distinctness and precision of utterance, accurate thought presentation are the problems given principal attention.

Text: Natural Drills in Expression, Phillips. Fall quarter. Major in D, semi-major in O.

31. The Reading of Poetry.

The primary purpose of this course is to show what poetry is and to train the student in rendering it orally. Analysis is used as a preparation for oral expression. A study of the fundamental basis of rhythm is an important element of the course. Assonance and tone-color are studied. Through a recognition of the intellectual, imaginative, and emotional aspects of poetry, the student is encouraged to read for enjoyment.

Text: English Poetry, Its Principles and Progress, Gayley, Young and Kurtz. All quarters. Major in K and D, semi-major in others.

34. Children's Literature.

A course designed to meet the needs of the teacher in the elementary grades. It includes a discussion of the art of story-telling as well of material to be used and read.

Text: Literature in the Elementary School, MacClintock. Winter and spring quarters and summer terms. Semi-major.

36. Public Speaking.

The preparation and delivery of original extempore speeches. An introduction to the psychology and rhetoric of Public Speaking, and to the elements of superior oral expression. Platform deportment.

Text: Effective Speaking. Phillips. All quarters. Major.

37. Parliamentary Law.

A study of procedure in organizing and conducting meetings; motions, their purposes and precedence; selection and work of committees; election and duties of officers.

Fall quarter, 1932. Major.

38. Literary Interpretation.

A brief survey of aesthetics, followed by an intensive study of the problems of the writer and of the interpretative reader. Considerable time is devoted to the oral interpretation of literary classics and of the best contemporary poems, short stories and drama. Program building and supervision of auditorium activities.

Winter quarter, 1932-33. Major.

39. Children's Dramatics.

Observation of dramatization in the elementary school; creative work in dramatization; supervision of dramatization and practice in the directing of children's plays; the organization and management of the children's theater.

Spring quarter, 1933. Major.

41. Argumentation.

The theory of argumentation, with practice in preparation of briefs and oral debates on leading questions of the day. The course aims to develop ease, readiness and force in extempore speaking and to cultivate logical, analytical, and discriminate thinking. Problems which arise in coaching debating teams are considered.

Text: Argumentation and Debating, Foster. Fall quarter. Major.

42. Advanced Argumentation.

Students who are members of the university debating squads are required to take this course. An intensive study is made of the questions to be used in intercollegiate debating.

Winter quarter. Major.

43B. Speech Correction.

A study of the structure and functioning of the vocal apparatus; the sounds of speech and the International Phonetic Alphabet; the nature and treatment of speech defects; the teaching of speech correction in the elementary school and in the high school.

Spring quarter, 1934. Major.

43. Use of the Speaking Voice.

This course aims to lay the basis for a correct use of the voice in speech and oral reading. The training given seeks especially to aid the prospective teacher to develop a pleasant speaking voice adequate to the demands of the school room. The voice problems of speakers and readers appearing in public are also given attention.

Text: The Speaking Voice, Everts. Fall quarter. Major.

44. Modern Drama.

The aim of this course is to give a standard of criticism of plays through a study of the technique of the best contemporary drama. Plays are read and discussed in class. A special form is used for reports upon other plays read outside of class. The students are encouraged to recognize dramatic values and to read plays for enjoyment.

Text: *A Study of the Modern Drama*, Clark. Winter quarter. Major.

44A. Stage Craft.

A course covering the practical technique of stage production; design, building and painting of scenery, theory and practice of stage lighting, history of costume and its adaptation for stage use, stage make up. Students obtain practical experience in public presentation and in working with miniature stages.

Text: *Stage Scenery and Lighting*, Selden and Sellman. Winter quarter. Major.

45. Play Production.

A course devoted to study of pantomime, stage speaking, acting, and directing of plays. A study of choice of plays for elementary, high school or general amateur production. Students receive experience in directing and acting of plays presented for class or for public.

Text: *Art of Play Production*, Dolman. Spring quarter. Major.

46. Oral Interpretation of Literature.

A course devoted to the technique of gaining richness of meaning from the printed page and interpreting it to an audience by means of voice, pantomime and facial expression. A study of the choice and preparation of readings for public presentation. Students are encouraged to enter the Edwards Medal Contest in Reading.

Text: *Art of Interpretative Speech*, Woolbert and Nelson. Winter quarter. Major.

47. Advanced Public Speaking.

The basis of the work is the larger speech on the more formal occasion than the extempore speech demands. Study of the works of distinguished speakers. Preparation of addresses for use before large audiences.

Prerequisite: Public Speaking. Text: *The Art of Public Speaking*, Esenwein and Carnagey. Spring quarter. Major.

48. Oratory.

Eulogies, inaugurals, after dinner speeches; speeches of introduction, farewell, response, presentation, and acceptance. The rhetoric of public speaking is emphasized. Students who wish to enter the oratorical contests of the school are advised to take this course as one speech is required that can appropriately be used in an oratorical contest.

Text: *The Oration*, Brink. Fall quarter. Major.

FINE AND APPLIED ARTS

This department presents three phases of training essential to a special art teacher. The art specialist must have a background of general culture and information in the social subjects, in literature, nature study and language. Art teachers must be able to use English correctly and fluently. The study of educational principles, of psychology and the problems of classroom management, as well as those of curriculum building are essential. The art teacher must have a wide range of technical ability and information. These are presented in the Fine Arts courses. Curriculum F offers four years of work planned to give a balanced proportion of these three phases of study. Students completing two years may meet certificate requirements, but will not have the cultural background essential to present day art education activities.

The objectives of this department are:

(1) To develop appreciation and good taste in the application of art to daily living.

(2) To increase the observation and appreciation of the beauties of nature.

(3) Through a study of problems of arrangement to develop criteria for civic and community planning.

(4) To become familiar with the art heritage of the past and present.

(5) To present to teachers the subject matter of art education and its integration with other subjects of the school curriculum.

(6) To teach the technical problems of handling a wide range of mediums used for artistic expression including water paints (transparent and opaque) oil paints, charcoal, pencil, pen and ink, clay, cloth, leather, metals and wood.

(7) To train in appreciation and facility of expression in various phases of artistic expression including painting, designing, craftsmanship, mechanical and working drawings; and in commercial advertising.

Some courses are adapted to the particular needs of the art specialist and others to those of students from other curriculums especially the elementary school teacher.

30. Drawing.

This course aims to familiarize the student with the elements of drawing and to enable him to use them as a means of expression. Pencil, ink, charcoal, and color may be used. It is recommended that courses 35 and 38 be elected to supplement this course.

All quarters. Minor.

32. Perspective.

This is an introductory course for students who wish to specialize in art. Practice will be given in drawing from nature, in pictorial composition, in simple problems of free hand perspective, and in the use of the costumed figure in composition. Two hours daily.

Fall quarter. Major.

33. Constructive Drawing.

This course continues the study of perspective and pictorial composition with more advanced problems and a wider range of mediums of expression. These include charcoal, pencil, ink, and water color.

Prerequisite: Perspective 32. One credit. Two hours daily. Winter quarter. Major.

33A. Figure Structure.

The course is planned as a basis for figure drawing. It includes the study from the skeleton and from anatomical plates of the bony and muscular structure of the human body leading up to the making of detailed drawings of parts of the figure from models.

No prerequisites. Two hours daily. Winter quarter. Major.

34. Advanced Drawing.

Drawing from the human figure as a whole, using casts and costumed models. Special emphasis on pictorial composition. Different media as charcoal, pencil, pen and ink, pastels, and water colors.

Prerequisite: Constructive Drawing 33. Two hours daily. Winter quarter. Major.

35. Color.

This course includes a study of color theory and of elementary design principles. In original designs the student consciously studies to secure balance, rhythm, dominance, and proportion, resulting in unity and harmony of line, dark and light, and of color.

No prerequisite. All quarters. Minor.

36. Color Practice.

A course in advanced water color techniques. Still life and landscape painting. Two hours daily. Fall term.

Prerequisites: Drawing 30 or Perspective 32. Spring quarter. Major.

37. Blackboard Drawing.

This course offers practice in drawing at the blackboard. Quick effective sketches; the work is based on a knowledge of light and shade and skill in drawing.

Spring quarter. Minor.

38. Art Appreciation.

This is an appreciative study of the best in art. Lecture in the class room; lantern slides; examples of fine art in the community. The objective is to show the prospective teacher how to develop her artistic taste in pictures, sculpture, architecture, and minor arts including manufactured articles of today. Field trips will supplement the material in our library. A collection of examples of the principles discussed will be required.

Text: Art for Amateurs and Students, Cox. Winter quarter. Major.

39. Art Organization.

The function of art in the public schools; the different branches taught and their relation to each other and the rest of the school curriculum. Students plan and make courses of study that may be used in the elementary school.

Spring quarter. Major.

39A. Painting.

An application of the principles of pictorial composition and color studied in the prerequisite courses, Perspective 32, Constructive Drawing 33 and Color 35, to the mediums of painting, oil, water color, and pastel.

Two hours daily. Spring quarter. Major.

40. Advanced Art Appreciation.

This is a course in the historical development of art from the earliest times to the present. Emphasis will be placed on the recognition of the outstanding characteristics of the art of the various periods.

Text: *Art Through the Ages*, Gardner. Prerequisite: Art Appreciation 38 for all except history majors. Spring quarter. Major.

41. Advanced Painting.

This course is planned for advanced students who have developed an appreciation of painting and who wish to have further practice in pictorial composition and in the techniques of painting. Originality of expression and experimentation will be stressed.

Prerequisites: Courses 36 and 39A. Two hours daily. Spring quarter. Major.

48. Problems in Art.

This course is planned to give the student an appreciative understanding of design and a basis for helpful suggestions for his design and commercial art courses. It includes the assembling of a portfolio of plant and animal sketches from life, and the study of historic ornament and national designs.

No prerequisite. Fall quarter. Major.

30A. Design.

This course aims to give the student a knowledge of the basic principles of design and how to apply them, with the twofold purpose of (1) enabling him to recognize good design in commercial products and (2) stimulating his own creative imagination.

One hour daily. Fall and spring quarters. Minor.

32A. Art Activities.

This course makes a study of various types of art activities, free-hand and constructive, suited to the development of creative ability as a part of daily interests of children in the primary grades.

Text: *The Beginnings of Art in The Public School*, Mathias. One hour daily. All quarters. Minor.

32B. Art Activities.

This course is similar to Art Activities 32A and is especially designed for students expecting to do special art teaching or supervision in the elementary schools. Outside preparation and notebook work will supplement the laboratory work in the classroom.

Text: *The Beginnings of Art in the Public School*, Mathias. Fall quarter only. Major.

33B. Metal Crafts.

This course acquaints students with the characteristics and the possibilities in design and construction of various metals such as brass, copper, pewter, and aluminum. Standards of appreciation, mastery of various techniques, and creative experimentation are included.

Prerequisite: Design 30A. Two hours daily. One credit. Winter and spring quarters. Major.

34B. Pottery.

The course in pottery includes the various methods of making and decorating pottery. The construction and use of the kiln is an important feature of the course. Standards of appreciation are incorporated with design and skill in the making of the pottery.

Two hours daily. Fall quarter and some summer terms. Major.

34A. Modeling.

Clay is used in various problems as a medium for development of original thought and imagination. Problems suitable for all grades from the kindergarten through the high school are taken up consecutively. Appreciation of sculpture is included.

No prerequisites. Two hours daily. Winter quarter. Major.

35A. Bookmaking.

This course includes problems of progressive difficulty for primary, intermediate, and upper grades, which may be given in the regular school room without expensive equipment, such as booklets, notebooks, scrap-books, and pamphlets. One or more books are bound in standard binding and methods of repairing books are studied.

Spring quarter and first summer term. Minor.

36A. Home Decoration.

The course deals with the home, its surroundings, plan, and construction, and with the several phases of interior decoration. The treatment of walls and floors, floor-covering, the selection and arrangement of furnishings, and color are the subjects considered. Emphasis is placed on appreciation of the best in homes of moderate means.

Prerequisite: Design 30A and Color 35. Two hours daily. Winter quarter. Major.

37A. Costume Design.

Design principles and color theory are studied in relation to their application in dress for the individual. Personality and psychology in relation to dress are considered as well as technical problems of repre-

sentation of costumes. The student is advised to take Figure Structure 33A before taking this course.

Prerequisites: Design 30A, Color 35, Art Appreciation 38. Two hours daily in the spring quarter. Major.

38A. Commercial Art.

Methods of preparing drawings for reproduction and study of the various techniques used in modern advertising and in magazine and newspaper illustration with emphasis on design and composition. The work aims at application in the junior and senior high school poster, school paper, annual and other art productions.

Prerequisite: Perspective 32 and Constructive Drawing 33. Two hours daily. Spring quarter. Major.

39B. Advanced Crafts.

Crafts suitable for grades and high school are designed and constructed. Leather work, textile designing, block printing, are among the problems studied with their relation to the industrial world.

Prerequisites: Color 35 and Design 30. Two hours daily. Fall quarter and some summer terms. Major.

44. Lettering Appreciation.

A study of design fundamentals in all forms of lettering. Appreciative study of fine examples, which will develop a comprehensive understanding of the development of various letter forms in use from ancient to modern times. Emphasis on modern styles of letters. Designs for cards, posters, and book pages.

Prerequisite: Color 35 or Design 30A. Text: P's and Q's of Lettering, Tannihill. Fall quarter. Major.

45. Jewelry.

This course deals with the construction of articles in gold and silver for personal adornment. Appropriateness of design, various techniques and standards of appreciation are considered.

Prerequisite: Metal Crafts 33B. Two hours daily. Winter quarter. Major.

46. Advanced Commercial Art.

The work in this course is a continuation of that done in the beginning course in commercial art. It is concerned with problems more advanced technically and with a further development of taste in commercial advertising and illustration.

Prerequisites: Commercial Art 38A, Figure Structure 33A, Art Appreciation 38 and Art Problems 48. Two hours daily. Spring quarter. Major.

47. Creative Design.

This is an advanced course in designing in various mediums and materials. Creative designing directly in craft mediums. It is expected that the student will do much independent thinking and creating based on the knowledge that he has gained in Design 30A and Advanced Crafts 39B which are prerequisites.

Two hours daily. Fall quarter. Major.

FOREIGN LANGUAGE

Three foreign languages are offered: French, German and Latin. Four years of work are offered in each language. Students may study these languages in preparation for teaching them or for general cultural purposes.

FRENCH

The courses in French are planned to acquaint the student with the language, literature and customs of the French people, and with methods of presenting these subjects to high school students. In subject matter and in method of presentation French 31 to 36 are intended to serve as model high school courses, as well as to equip the student with the tools for the further study of French; emphasis is on the acquisition of a reading technique. Successful completion of these courses admits the student to any of the courses numbered in the forties, which give the prospective teacher a wider background of information concerning French life and literature, and greater skill in reading and speaking French. French 46 presents the methods and materials needed for teaching French in the high school. On the completion of course numbered 40 the student may do student teaching in the University High School.

31, 32, 33. First Year French.

This course includes French pronunciation, grammar, dictation, reading of simple French, conversation based on the material read.

Texts: *Premiere Annee de Francais*, Bovee; *Petits Contes de France*, Meras and Roth. *Le Voyage de Monsieur Perichon*, Labiche and Martin. Fall, winter and spring quarters. Majors.

34. French Grammar and Composition.

The use of phonetic symbols is taught as an aid to accurate pronunciation.

Text: *Review Grammar*, Carnahan. Fall quarter. Major.

35. Lectures françaises (conducted in French).

Recitation work consists in reading aloud, conversation about the material read, drill on idioms.

Texts: *Mlle. de la Seigliere*, Sandeau; *Le Livre de Mon Ami*, France; *Eugene Gradet*, Balzac; *Le Bourgeois Gentilhomme*, Moliere; *Les Oberle*, Bazin; *Les Miserables*, Hugo. Winter quarter. Major.

36. Exercices de style (Conducted in French).

The aim of this course is to develop the ability to speak and write idiomatic French. Short stories are read aloud and made the basis for daily oral and written composition.

Text: *Contes francais*, Buffum. Spring quarter. Major.

41, 42, 43. Third Year French: French Literature.

A general survey of French literature with special attention to the study of the drama.

Text: *La Fille de Roland*, Bornier; *Le Cid*, Corneille; *Tartuffe*, Moliere; *Hernani*, Hugo; *Cyrano de Bergerac*, Rostand; *Le Crime de Sylvestre Bonnard*, France; *Lyrics of the Nineteenth Century*, Hennig; *History of French literature*, (to be selected). 1932-1933 and alternate years thereafter. Fall, winter, and spring quarters. Majors.

44. Seventeenth Century French Literature.

A more detailed study than was given in the third year.

Text: *Seventeenth Century French Readings*, Schinz and King; *Theatre Choisi de Corneille*, Hachette; *Theatre Choisi de Racine*, Hachette; *Le Misanthrope*, *Le Malade Imaginaire*, *Les Precieuses Ridicules*, *L'Avare*, Moliere. Fall quarter 1931 and alternate years thereafter. Major.

45. Modern French Literature.

Lectures on the drama and the novel, with reading of many modern authors.

Texts: *Ruy Blas*, Hugo; *Gendre de M. Poirier*, Augier; *La Nouvelle Idole*, Curel; *Knock*, Rostand; *Le Pere Goriot*, Balzac; *Madame Bovary*, Flaubert; *Rotisserie de la Reine Pedauque*, France. Winter quarter 1931-1932 and alternate years thereafter. Major.

46. Practical French Phonetics.

A study of the pronunciation of modern spoken French, its sounds and their production, its stress group, intonation of the spoken phrase, exercises on various types of prose and poetry, use of the phonograph in preparation. Not offered in 1931-1932.

GERMAN

The courses in German are planned for two groups of students: a) those who are preparing to teach modern languages in the high schools; and b) those who wish to have a reading knowledge of the language in order to pursue advanced study in scientific or other fields. While an elementary reading knowledge of German may be acquired in one year, it is recommended that at least two years' work be completed by students in the latter group. No credit is given for less than a full year's work (German 31-33) but after the completion of a year's work each term's work is given credit.

Students who wish to do so may choose their outside reading for German 34-36 from articles in German on science, history, or education. Students who are preparing to teach will probably prefer to widen their acquaintance with German literature.

Advanced courses in German will be offered beginning with 1931-1932. Prerequisite to these courses is completion of German 31-36 inclusive or an equivalent preparation.

Only students enrolled in courses numbered in the forties will be recommended for teaching. German 41, 42, and 43 should be completed before doing student teaching.

German 44, 45, 46 will be offered in alternate years from 47, 48, 49.

31, 32, 33. First-year German for College Students.

This course includes drill on pronunciation, grammar, reading of simple German, oral practice and writing based on the material read.

Texts: A Modern German Grammar, Hagboldt and Kaufmann; In Deutschland, Alexis and Pfeiler; Immensee, Storm. Majors.

34, 35, 36. Second-year German for College Students.

This course begins with a review of German grammar, and then passes to the reading of modern narrative prose. Conversation and writing are based on the class reading. Outside reading in different fields of information, as suggested in the introductory statement, is required.

Texts: Fritz auf Ferien, Arnold; Aus dem Leben eines Taugenichts, Eichendorff; Romeo und Julie auf dem Dorfe, Keller; Die Journalisten, Freytag; Minna von Barnhelm, Lessing; Wilhelm Tell, Schiller; Hermann und Dorothea, Goethe, and others to be selected.

Prerequisite: One year of college German or two years of high school German. Majors.

41. The Life and Works of Schiller.

A survey of the dramas of Schiller from *Die Rauber* to *Wilhelm Tell*. Three or four will be read intensively in class and the others made the subject of special reports and outside reading.

Fall quarter. Major.

42. The Life and Works of Goethe.

This is an introduction to the study of Goethe's writings, paying especial attention to his dramas and lyric poetry. Works illustrating his different periods of development will be read.

Winter quarter. Major.

44. Nineteenth Century German Drama.

This course is devoted to a study of representative works from the dramas of Hebbel, Grillparzer, Ludwig, Anzengruber, Sudermann, and Hauptmann.

Fall quarter. Major.

45. Nineteenth Century German Novel.

Advanced Conversation and Writing. A survey of the development of the novel from the Romantic period to the beginning of the 20th century. Novels by Meyer, Keller, Scheffel, Heyse, Sudermann, Frenssen, Th. Mann, Ricarda Huch are among those studied in class and assigned for reports.

Winter quarter. Major.

46. History of German Literature.

This course is a general survey course dealing briefly with the Old High German and Middle High German periods, and more fully with the New High German period from the time of the Reformation on.

Spring quarter. Major.

47. Middle High German.

An introduction to Middle High German grammar and literature, reading selections from Hartmann von Aue, Walther von der Vogelweide and Wolfram von Eschenbach.

Fall quarter. Prerequisite: Completion of three advanced courses in German. Major.

48. Das Nibelungenlied.

Reading of this Middle High German epic as edited by Zarneke.

Winter quarter. Prerequisite: German 47. Major.

49. German Lyric Poetry.

A study of the development of lyric poetry from the Volkslied to the 20th century.

Spring quarter. Major.

LATIN

The Latin department is organized to meet the needs of two classes of students: a) Non-specializing students. This includes those who have had either no Latin at all or only one year of Latin in high school and wish to take further work in it here for its general cultural value or to satisfy a foreign language requirement. b) Specializing students. This includes those who have had two years or more of Latin in high school and wish to continue its study whether for its cultural value or to prepare for teaching the subject.

Non-specializing students who have had no Latin in high school begin with Latin 31. Students with one year of Latin in high school begin with Latin 33. Students with two years of high school Latin may enroll in Latin 34 or 37 and students with three years of high school Latin may enroll in Latin 36 or 37.

31. Beginning Latin for College Students.

A course for college students who have had no Latin in high school. The essentials of Latin forms and syntax and the acquisition of an adequate vocabulary for the reading and writing of easy Latin. Study of English derivatives.

Text: Elementary Latin, Ullman and Henry. Fall quarter. Major.

32. Beginning Latin for College Students.

A continuation of course 31, completing Ullman and Henry's Elementary Latin during the first six weeks. Syntax, stressing case and mood usage. Latin composition and study of English derivatives continued. The Helvetian campaign or equivalent Latin.

Prerequisite: Latin 31. Text: Second Latin Book, Ullman and Henry. Winter quarter. Major.

33. Caesar's Gallic Wars or Equivalent Latin.

Translation and syntax, stressing the subjunctive mood and all subordinate clauses, with composition writing to illustrate the same. English derivatives.

Prerequisite: Latin 32 or one year of high school Latin. Text: Second Latin Book, Ullman and Henry. Spring quarter. Major.

34. Selected Orations of Cicero.

General orations of Cicero are read. Syntax and composition writing continued. Roman political conditions and private life of Romans.

Prerequisite: Latin 33 or two years of high school Latin. Text: Third Latin Book, Ullman and Henry. Fall quarter. Major. (Offered 1932-1933 and following years.)

35. Selected Orations of Cicero; and Vergil's Aeneid.

A continuation of course 34 during the first six weeks. One book of the Aeneid with attention paid to scansion, to the literary aspects of the Aeneid, and to classical mythology.

Prerequisite: Latin 34. Text: Vergil's Aeneid, Knapp. Winter quarter. Major. (Offered 1932-1933 and following years.)

36. Vergil's Aeneid.

Selected translations and summary of the remaining books of the Aeneid. Scansion, classical mythology, and literary aspects of the Aeneid. Reading and reports suggested by the teacher.

Prerequisite: Latin 35 or three years of high school Latin. Text: Vergil's Aeneid, Knapp. Spring quarter. Major. (Offered 1932-1933 and following years.)

37. Latin Grammar and Composition.

This course permits students to review comprehensively and intensively all the inflectional, syntactical, and grammatical facts used in Latin composition and to illustrate the same.

Prerequisite: Two or more years of high school Latin. Text D'Ooge, Latin Composition. Fall quarter. Major.

38. Cicero's De Senectute and De Amicitia.

In reading these essays the student is introduced to the philosophical writings of Cicero and to the Latin essay in dialogue form.

Prerequisite: Course 37. Text: Cicero, Kelsey. Winter quarter. Major.

39. Livy: Selections from Books I, XXI, and XXII.

Early Roman history is studied in this course. Emphasis is placed upon the historical events and upon the literary value of Livy's work.

Prerequisite: Four years of high school Latin or Course 37. Text: Lord. Spring quarter. Major.

37A. Roman Comedy, Plautus, Terence.

This course introduces the student to Roman comedy and to the colloquial style of Latin. The presentation of Roman plays is studied.

Prerequisite: Three years of Latin. Texts: Morris, Captivi and Trinummus of Plautus; Sloman, Phormio of Terence. Fall quarter. Major.

38A. Horace, Selections from the Odes and Epodes.

In this course the student develops skill and confidence in translating Latin lyric poetry of moderate difficulty.

Prerequisite: Course 37A. Text: Smith. Winter quarter of 1931-1932 and alternate years thereafter. Major.

38B. Pliny, Selected Letters.

An appreciation of the life and tastes of the Roman gentleman of the early empire is secured.

Prerequisite: Course 37A. Text: Westcott, Pliny's Letters. Winter quarter of 1932-1933 and alternate years thereafter. Major.

39A. Selections from Latin Elegiac Poets.

The elegies of Tibullus, Propertius, and Ovid are studied.

Prerequisite: Course 37A. Text: Harrington, The Roman Elegiac Poets. Spring quarter. Major.

41. Tacitus, Agricola and Germania.

Power to read Latin prose of moderate difficulty and considerable compression of style is acquired by the student.

Prerequisite: One year of college Latin. Text: Allen, The Agricola and Germania of Tacitus. Fall quarter of 1931-1932 and alternate years thereafter. Major.

41A. Juvenal, the Satires.

In this course the student studies the Latin satire as a piece of literature and gets an acquaintance with details of the private life of the Romans.

Prerequisite: Five major credits of Latin. Text: Wright, Satires of Juvenal. Fall quarter of 1932-1933 and alternate years thereafter. Major.

42. Martial, Epigrams.

The study of the epigram as a form of literature is especially emphasized and attention is given to the metrical form.

Prerequisite: Five major credits in Latin. Text: Post, Epigrams of Martial. Winter quarters of 1931 and 1932 and alternate years thereafter. Major.

42A. Roman Private Life.

A course designed to acquaint the student in a practical way with the Roman as an individual. No reading knowledge of Latin is required, and this course is open to others than Latin students.

Texts: Platner, Ancient Rome, Johnston, Private Life of the Romans. Winter quarter of 1932-1933 and alternate years thereafter. Major.

43. Sallust, De Coniuratione Catilinae.

This course furnishes historical background for teachers of Cicero.

Prerequisite: Five major credits in Latin. Text: Sallust, Greenough and Daniel. Spring quarter of 1932 and alternate years thereafter. Major.

43A. Latin-English Etymology.

This course includes the study of the origin and development of language, the relation of the Indo-European languages to each other, and the phonetic laws governing change in the forms of words. The history of the English language is studied with special reference to its Latin element.

Prerequisite: Four years of Latin. No text is required. Spring quarter of 1933 and alternate years thereafter. Major.

44. Latin Prose Composition.

An advanced course in composition required of all students with a major in Latin for a degree.

Prerequisite: Six major credits in Latin. Text: Elmore, Latin Prose Composition. Fall quarter. Major.

45. Caesar, The Civil War.

In this course the student not only gains a knowledge of the Civil War and of those works attributed to Caesar but also acquires a deeper appreciation of the author of the Gallic Wars.

Prerequisite: Six major credits in Latin. Text: Moberly and Last, Caesar's Civil War. Winter quarter of 1931 and alternate years thereafter. Major.

45A. Cicero, Selected Letters.

This is an introduction to Roman epistolary style and an acquaintance with the details of the life and times of Cicero.

Prerequisite: Six major credits in Latin. Text: Abbott, Cicero's Letters. Winter quarter of 1932-1933 and alternate years thereafter. Major.

46. Vergil, Aeneid, Selections from Books VII-XII.

This course gives a view of the Aeneid as a complete epic. Readings and reports designed to give an insight into the life and times of Vergil and of his literary influence are assigned.

Prerequisite: Six major credits in Latin. Text: Knapp. Vergil's Aeneid. Spring quarter of 1931-1932 and alternate years thereafter. Major.

46A. Survey of Latin Literature.

A survey of Latin literature as a whole with attention to the development of its various types. Selections from various authors are read both in translation and in the original.

Prerequisite: Six major credits in Latin. Text: Mackail, Latin Literature. Spring quarter of 1932 and 1933 and alternate years thereafter. Major.

HEALTH AND SPORTS

This department exists to supply the state with teachers of sound health who are trained to care for the physical welfare of their pupils and who are able to set before them for imitation the example of a dignified and erect bearing.

Its aims are threefold:

1. For the individual: to supply systematically one essential element in hygienic living, namely, muscular exercises of a type which will be of value not only in promoting health, but also as wholesome recreation; and to encourage as related to this, proper habits of sleep, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.

2. For the teacher: to make clear the relation between health and efficiency, the hygienic demand for systematic exercise in elementary and high school, and to supply a comprehensive equipment of practical work for use in such schools.

3. For the specialist: to supply adequately in the elementary, and high schools the needed forms of physical activities, and to stimulate interest in healthy and sane living; to train coaches and athletic directors.

Six terms of work in physical training are required of all students, and every effort is made to adapt work to individual needs. This work is to be taken in the first two years unless there are excellent reasons for postponing it. A careful record of the health history of each entering student is taken and a physical examination given. Special classes are provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercises even in this class are not suitable, individual work is prescribed and sufficient observation of class work is assigned to enable the future teacher to conduct simple exercises in the school-rooms and make intelligent use of games.

A towel fee of one dollar a quarter is charged all students taking regular classwork or elective sports.

For physical training women are required to have a regulation suit, which should be ordered after arrival at a cost of about \$6.50.

Men require a sweat suit, one pair of white top lightweight basketball shoes and other paraphernalia, the complete equipment obtainable at the gymnasium supply room at a cost of not more than \$6.50.

Men enrolled in Curriculum GM are required, at the beginning of their sophomore year, to provide themselves with one pair of long navy blue gymnasium pants, a white cotton jersey and one pair of lightweight gymnasium shoes. These can be obtained at the gymnasium supply room at a cost of not more than \$9.00.

All women in the school are eligible for membership in the Women's Athletic Association. In accordance with the point system a school letter is awarded to active members who have earned one hundred and fifty points in certain specified ways. The school letter does not stand for inter-school athletics, but for sportsmanship, skill, perseverance, and health. Points may be earned by qualifying in any elective course.

Opportunity is given every student who is physically fit to exercise one hour a day throughout the year. Any of the seasonal sports may be elected. Sport electives meet twice a week. Sports by season, for women, are as follows:

Autumn	Winter	Spring
Tennis	Dancing	Dancing
Hockey	Basket Ball	Tennis
Volley Ball	Bowling	Volley Ball
Hiking	Soccer	Baseball
Soccer	Clogging	Field and Track

SPECIAL COURSES FOR MEN

All men, except those physically disabled, are required to take the first six courses during the first two years of attendance, unless acceptable reasons are given for not doing so. All such men must have the work completed before graduation.

Any student may obtain a minor in physical education upon the completion of courses 32-34 and 37 or courses 33A-33B and 33C.

31A. Physical Practice.

A practical course including types of activities suitable for physical training programs in the grades and high school for the fall months.

Required of all freshman. Two days a week. Fall quarter and first summer term. No credit.

31B. Physical Practice.

A practical course in physical training for the school and gymnasium—marching, calisthenics, indoor games, tumbling and apparatus work.

Required of all freshmen. Two days a week. Winter quarter and first summer term. No credit.

31C. Physical Practice.

An elementary practice course in baseball, a playground ball, track and field athletics, mass games and minor spring sports.

Required of all freshmen. Two days a week. Spring quarter and second summer term. No credit.

31D. Physical Practice.

A practical course in physical training for the all outdoor program, continuing the work offered in course 31A.

Required of all sophomores. Two days a week. Fall quarter and first summer term. No credit.

31E. Physical Practice.

A practical course in physical training for the winter indoor program, continuing the work offered in course 31B.

Required of all sophomores. Two days a week. Winter quarter and first summer term. No credit.

31F. Physical Practice.

A practical course in spring athletics continuing the work offered in course 31C.

Required of all sophomores. Two days a week. Spring quarter and second summer term. No credit.

32. Technique of Games.

Mass games for the gymnasium, schoolroom, and playground. Organizing and conducting mass game programs.

Texts: Games, Contests and Relays, Staleys; The Practice of Organized Play, Bowen and Nitchell. Fall quarter. Major.

33A. Physical Practice.

Football. Elementary football technique; special emphasis is placed on the development of skill in the individual and the playing of the various positions on the team; rules and interpretations.

Soccer.

Fundamentals of soccer football with particular attention to the development of the various positions—fundamental drills and formations.

Speedball.

Elementary speedball practice; particular attention is given to the development of play in the various positions.

Prerequisite: Physical Practice 31A. Fall quarter. Major.

33B. Physical Practice.**Basket Ball.**

A study of the fundamentals of basket ball coaching; theory and practice with particular attention to the development of skill and the play of the individual.

Calisthenics.

A study of methods of teaching calisthenics in physical training classes; the use of calisthenics in the conditioning of teams.

Apparatus and Tumbling.

Practice in the use of heavy apparatus and tumbling; intermediate grade.

Prerequisite: Course 31B. Winter quarter and first summer terms. Major.

33C. Physical Practice.**Baseball.**

The fundamentals of baseball; training and conditioning teams; special emphasis is placed on the play of the individual and the development of skill; theory and practice.

Track and Field Athletics.

A study of and practice in the technique of modern forms and practices in track and field athletics.

Prerequisite: Course 31C. Spring quarter and second summer term. Major.

34. Intramural Athletics.

This course deals with the organization and administration of intramural athletics. It includes a detailed discussion of the place of intramurals in the school system and methods of motivation.

Text: Intramural Athletics, Mitchell. Winter quarter. Major.

35. Personal Hygiene.

The fundamental truths of healthful living; care of the body; sex hygiene.

Text: Personal and Community Health, Turner. Prerequisite: Physiology 31. Fall quarter. Major.

36. Anatomy.

A detailed study of the gross structure of the human body. Special study is made of joints, ligaments, and muscles, in preparation for kinesiology.

Text: Anatomy and Physiology, Williams. Prerequisite: Physiology 31. Winter quarter. Major.

37. Playground Administration.

Playground activities; play areas; how to conduct playground without apparatus; construction of play equipment.

Text: Organization and Administration of Playgrounds and Recreation, Nash. Spring quarter. Major.

38. Applied Anatomy and Kinesiology.

The mechanics of muscular movements with special attention to gymnastics and athletics.

Text: Applied Anatomy and Kinesiology, Bowen and McKenzie. Prerequisite: Anatomy 36. Spring quarter. Major.

40. Physical Diagnosis.

A detailed study of the human body with reference to defects and abnormalities and their relationships to health and activity. Special attention is given to heart and lungs, spinal curvatures, flat feet, defective eyesight and hearing, and posture.

Prerequisite: Applied Anatomy 38. Fall quarter. Major.

41A. Physical Practice.

The coaching of football, soccer, and speedball with special reference to team play and conditioning activities. This course is open to all juniors who desire to coach along with their chosen field of work. A continuation of Course 33A.

Eight periods a week. Fall quarter. Major.

41B. Physical Practice.

The coaching of Basketball, the development of team play and conditioning activities; intermediate marching tactics, calisthenics; apparatus work and tumbling. A continuation of 33B.

Eight periods a week. Winter quarter. Major.

41C. Physical Practice.

The coaching of track and field athletics and baseball; attention is directed toward the development of the team. A continuation of 33C.

Eight periods a week. Spring quarter. Major.

42. Physiotherapy and Massage.

The technique of heat, light and massage in the treatment of athletic injuries and minor defects. Physiological effects of massage. Treatment of burns, bruises, dislocations and fractures.

Texts: Art of Massage, Kellogg. Immediate care of the Injured, Morrow. Prerequisite: Anatomy 36. Winter quarter. Major.

43. Applied Physiology.

A study of the physiological effects of exercise upon the heart; the question of the so-called "athletic heart" will be fully considered. The effects of exercise on the blood tissue; tests of condition.

Text: Physiology of Exercise, McCurdy and McKenzie. Prerequisite: Anatomy 36. Spring quarter. Major.

44. Athletics in Education.

A study of the value of athletics in the educational program. The administration of athletics; purchase and care of equipment; insignia and awards, construction and maintenance of fields, modern developments in the conduct of athletics.

Text: Athletics in Education, Williams. Winter quarter. Major.

45. Growth and Development.

A consideration of the characteristics of growth and development of organs and tissues, with special regard to periods of acceleration and retardation, and structural and functional units.

Text: Growth and Education, Tyler. Fall quarter. Major.

46. Physical Education Organization.

The organization of physical education programs; formal and informal programs; special study is made of programs for smaller communities.

Text: The Organization and Administration of Physical Education, Williams. Spring quarter. Major.

47. Individual and Group Corrective Gymnastics.

An intensive study of the common mechanical defects found among children and the methods of correction through physical exercise. Opportunity is given for students to observe and to act as assistants during the administration of physical examination of Freshmen.

Prerequisite: Physical Diagnosis 40. Text: Corrective Physical Education for Groups, Lowman, Colestock and Cooper. Winter quarter. Major.

48. The History of Physical Education.

The history of physical education in ancient and modern times. Particular attention is given to the developmental period in Europe and America during the last century.

Text: The History of Physical Education, Leonard. Winter quarter. Major.

SPECIAL COURSES FOR WOMEN

Physical Activity 1A. Two days a week. Fall sports leading up to soccer. No credit.

Physical Activity 2A. Two days a week. Winter quarter. Natural Dancing. No credit.

Physical Activity 3A. Two days a week. Spring quarter. Baseball or tennis. No credit.

Physical Activity 1B. Two days a week. Fall quarter. Folk dancing. No credit.

Physical Activity 2B. Two days a week. Winter quarter. Basketball type of games. No credit.

Physical Activity 3B. Two days a week. Spring quarter. Natural dancing. No credit.

All women students are required to take all of the above six courses, those enrolled in Curriculum GW covering this work during their freshman year while others take 1a, 2a, 3a during the freshman year and 1b, 2b, 3b during the sophomore year.

Physical Activity 4, elementary folk dancing and soccer. Fall quarter.

Physical Activity 5, Danish gymnastics and clogging. Winter quarter.

Physical Activity 6, track and English country dancing. Spring quarter.

Physical Activity 7, Swedish gymnastics and hockey. Fall quarter.

Physical Activity 8, tumbling and tap dancing. Winter quarter.

Physical Activity 9, baseball and national dancing. Spring quarter.

Physical Activity 10, hockey and natural dancing. Fall quarter.

Physical Activity 11, advanced tumbling and tap dancing. Winter quarter.

Physical Activity 12, archery and character dancing. Spring quarter.

Physical Activity 4-12 are required of all students enrolled in Curriculum GW. No credit.

32. Plays and Games.

In this course a study is made of the play activities of childhood. Plays and games adapted to the age and interests of children are con-

sidered, their physical and social values noted, and practice given in the playing and directing of games. A classification of plays and games for use in the kindergarten and primary grades is made including ball games, rhythmic plays, dramatic plays and traditional or folk games.

Texts: Education by Plays and Games, Johnson. Spontaneous and Supervised Play, Sies. Winter and spring quarters. Minor.

38. Individual Gymnastics.

A study of postural, foot, heart, post-operative and other cases with which a teacher of physical education might come in contact in her work. Lesson planning for such students; physical examinations are also studied.

Prerequisite: Anatomy and Kinesiology. Fall quarter. Major.

39A. Theory of Fall Sports and Dancing.

Study of fall sports such as hockey, soccer, etc. from the standpoint of coaching the game. Practical work in natural dancing.

Texts: Rule books of the different sports, and Soccer and Field Hockey for Women, Frost and Cubberly. Fall quarter. Major.

39B. Theory of Winter Sports and Dancing.

A continuation of 39A, taking up winter sports such as basket ball and continuing with the dancing work.

Text: Technique of Women's Basket Ball, Fish. Winter quarter. Major.

39C. Theory of Spring Sports and Dancing.

The theory of coaching baseball, and track and field events. A continuation of the dancing taught in the other two terms.

Text: Track and Field for Women, Frymir; Baseball for Women, Palmer. Spring quarter. Major.

40. Physical Diagnosis.

Consideration of the common physical defects of school children. Spring quarter. Major.

41. Festivals and Scouting.

Course in the planning of festivals for grade schools and high schools; the study of club work and scouting for girls.

Text: Girl's Scout Handbook. Spring quarter. Major.

42A.—Theory of Gymnastics and Dancing.

Study of Swedish gymnastics, and a continuation of the dancing work, with special emphasis this year on lesson planning.

Text: Gymnastic Teaching, Skarstrom. Fall quarter. Major.

42B. Theory of Gymnastics and Dancing.

Study of Danish gymnastics, and continuation of the dancing work.

Text: Fundamental Gymnastics, Bukh. Winter quarter. Major.

42C. Theory of Gymnastics and Dancing.

Theory of folk dancing and a continuation of natural dancing. Spring quarter. Major.

43A. Physical Therapy.

Study of orthopedic work with special emphasis on nerve affections, such as paralysis; study of faulty muscle coordination, and poor posture. Clinical work on children from the training school.

Prerequisite: Individual Gymnastics. Text: Physical Therapy, Hoeber. Winter quarter. Major.

43B. Physical Therapy.

Continuation of 43A, with an intensive course in massage.

Text: Practical Massage and Corrective Exercises. Prerequisite: Individual Gymnastics. Spring quarter. Major.

45. Growth and Development.

Consideration of the characteristics of growth and development of organs and tissues with special reference to periods of acceleration and retardation of structural and functional units.

Fall quarter. Major.

46. Hygiene and Minor Sports.

Teachers course in hygiene, with lecture planning.

Text: Outline of Health Education, Bilhuber and Post. Study of Minor Sports such as Volley ball, archery, tennis, swimming.

Fall quarter. Major.

47A. Natural and Folk Dancing.

This course takes up theory and practice in the teaching of dancing.

Fall quarter. Major.

47B. Natural and Tap Dancing.

This course is a continuation of 47A, with tap dancing substituted for folk dancing.

Winter quarter. Major.

47C. Natural Dancing and Spring Athletics.

This course includes a continuation of natural dancing, and practice in the coaching of spring athletics.

Spring quarter. Major.

COURSES FOR BOTH MEN AND WOMEN**31. Human Physiology.**

As much of the anatomy of the mammalian body and of the physiology of animals and plants as time permits is taught, as a basis for the understanding of the fundamental life processes. This knowledge gives a background for the intelligent study of hygiene, which is the aim of the course.

Texts: Human Physiology, Stiles; Human Mechanism, Hough and Sedgwick. No prerequisite. All quarters. Major.

32. The Physiology of Exercise.

This course is planned for students in Curriculum G. The effects of activity upon the various systems of the body are studied with particular emphasis on games, athletics, dancing and gymnastics.

Prerequisite: Human Physiology 31. Texts: Anatomy and Physiology, Williams; Elementary Manual of Physiology, Burton-Opitz. Winter quarter. Major.

33. Rural Hygiene.

A course in health education for rural schools. It emphasizes methods to employ in helping children to form permanent health habits. It also deals with hygienic and sanitary problems of country life.

Texts: Personal and Community Health, Turner; Nature Study and Health Education, Patterson. Winter quarter. Major.

34. Health Education.

A study of personal and community health and the application of these principles in the prevention and control of disease, including special methods in teaching health to children.

Prerequisite: A high-school or college course in physiology. Text: Personal and Community Health, Turner. All quarters. Major.

42. Sanitation and Public Hygiene.

A study of the application of modern knowledge in chemistry, bacteriology, and physiology to public health problems. Recommended especially to students majoring in biology or in domestic science.

Prerequisite: Human Physiology 31, and either Botany 33 or Botany 45. Text: Principles of Sanitary Science and the Public Health, Sedgwick. Spring quarter. Major.

HOME ECONOMICS

The following types of courses in home economics are offered for special teachers of the subject and others whose interests are more general:

1. Practical courses in clothing, foods and home management, child development and home nursing.

2. Technical courses in design, chemistry and other sciences, applied to home economics.

3. Professional courses in home economics education, including practice teaching.

Besides the four-year curriculum known as Curriculum H, there is also a two-year curriculum in general home economics and a two-year curriculum in foods and clothing for teachers in elementary schools. These two-year curricula consist of the first two years of the four-year curriculum.

In addition to the courses listed in this curriculum, work in home projects is required during the third and fourth years. Development of home projects by the individual student and the supervision of similar projects in the practice classes are included in this work.

The degree of Bachelor of Education, is granted upon the completion of the four-year curriculum.

The work in home economics is planned to meet the requirements of the Smith-Hughes Act as interpreted by the State Board of Vocational Education of Illinois.

The facilities afforded in Normal for the practical study of home management, the conduct of school lunch rooms, the care of the sick are surpassed in few institutions.

A year's work is offered as an elective to students who are not specializing in home economics. It is an appreciation course dealing with the sociological, esthetic, and hygienic consideration of clothing, nutrition and family life.

It is the purpose of the courses in textiles and clothing to provide for the adequate training of teachers of clothing.

Materials are furnished by students for all courses except Course 43, for which a fee of three dollars is charged.

Courses 31, 32 in Foods are open to regular students who wish to take up the work as an elective without pursuing all the correlated studies. See Regulations concerning Attendance and Studies, 11, Page —. Classes in Foods are limited to eighteen members.

A fee of three dollars per term is charged to cover the cost of materials consumed by the students.

SURVEY COURSES IN HOME ECONOMICS

34. Clothing Selection.

The aim of this course is to develop an appreciation of what is good in dress from the standpoint of hygiene, art, ethics and economics, and to give students a basis upon which to choose clothing.

Text: *Art in Every Day Life*, Golstein. Fall quarter, one period daily. Major.

35. Food Selection (Introduction to Nutrition).

A course in the selection of food for the individual or the family, including food values and buying, designed to meet the needs of the student who desires scientific information on the subject of food in relation to health; recommended to all teachers of children.

Text: *Feeding the Family*, Rose. Winter quarter, one period daily. Major.

36. Home Problems.

Consideration of present day problems in the social and economic phases of family life; development of standards of living under different circumstances; an analysis of home making as a profession with emphasis upon managerial ability as a means of attaining high ideals in family relationships.

Text: *Successful Family Life on a Moderate Income*, Abel. Spring quarter, one period daily. Major.

TEXTILES AND CLOTHING

31. Beginning Clothing.

A course that deals with the fundamentals of clothing construction including the interpretation and use of foundation patterns, and the use and care of the sewing machine. Discrimination of simple and effective hand trim, and where and how applied. A short study of laces, embroideries and other applied trims and their selection.

Fall quarter. Major.

32. Clothing Construction.

Continuation of 31. A course which deals with more difficult problems of construction, with the intelligent selection of appropriate garments to suit the wearer and occasion, including design, fabric, color. A study and application of healthful and artistic dress. A study of children's clothes.

Prerequisite: Clothing 31. Winter quarter and first summer term. Major.

33. Dressmaking.

Continuation of 32. This course involves a study of the wardrobe. Development and construction of two or three costumes, (1) cotton school dress, (2) sport dress, (3) semi-formal midsummer frock. Millinery suitable for one costume may be developed in place of a third costume. Emphasis placed on the harmony of a costume including hat, shoes and accessories.

Spring quarter. Major.

34. Textiles.

A study of fabrics from the standpoint of the consumer. It includes the study of fibers, yarn structures, weaves, dyes, and finishing, and of simple physical tests for the identification of mixtures and adulterations—the work to form the basis for the selection of clothing and house furnishing.

Text: Textiles, Woolman and McGowan. Fall quarter. Major.

41. Advanced Dressmaking.

Practice is given in modeling. The materials used are cotton, linen, wool, and silk. Special emphasis is given to freedom in design, and the proper technique in the handling of these materials.

Prerequisites: Course 33 and Costume Design. Winter quarter. Major.

FOODS AND NUTRITION

31. Food Selection and Preparation.

An introduction to the study of food, including composition, food values, and manufacturing processes, fundamental principles of cookery, preservation of food, and the breakfast project. Daily, two periods per day.

Prerequisite: Chemistry 33 in Curriculum H Major and H Minor. Texts: Food Products, Sherman. Hows and Whys of Cooking, Halliday and Noble. Fall quarter. Major.

32. Meal Planning and Marketing.

A continuation of Course 31 using Luncheons and Dinners as the basis of instruction. Field trips demonstration, and discussion aim to develop judgments of quality, grades and costs, to guide in purchase of food.

Texts: Food Products, Sherman; Food Buying and Our Markets, Monroe and Stratton. Winter quarter, and first summer term of 1931. Major.

41. Food Problems, Experimental Cookery and Demonstrations.

Students are given an opportunity to secure practice in large quantity cookery and lunch room management. Various food problems are studied through quantitative experimental methods. The work in demonstrations includes an (1) analysis of the principles of teaching groups of people by such a method and (2) actual experience in demonstrations of various types.

Prerequisite: Food Courses 31, 32 and Home Management. Laboratory fee, \$2.00. Fall quarter. Major.

43. Dietetics and Nutrition.

A study of the fundamental principles of human nutrition; the essentials of an adequate diet; planning of dietaries of various types; consideration of nutritive values and cost of food.

Prerequisite: Foods 32, Chemistry 46 and Physiology of Food and Nutrition, Sherman. Fee of three dollars. Spring quarter. Major.

HOME MANAGEMENT

33. Home Management.

This course deals with the theory of the management of household operations, income and business of the household, family or group relations, and community relations. Under household operations are considered, care and cleaning of the house and furnishings, heating, lighting, and ventilation, selection and arrangement of working equipment, labor-saving devices, scheduling and dispatching duties, and laundry work. Under income and business management are considered budgets, personal and household accounts, and details of banking.

Prerequisite: Food 32 or its equivalent. Texts: Housewifery, Balderston; Successful Family Life on a Moderate Income, Abel. Fee, three dollars. Spring quarter. Major.

42. Child Development and Home Nursing.

This course includes the care and feeding of infants and children, diet in disease, invalid cookery, and home nursing.

Prerequisite: Food Courses 31, 32. Text: The Home Nurse's Handbook of Practical Nursing, Aikens. Feeding the Family. Rose. Winter quarter. Fee of two dollars. Major.

45. Supervised Household Management and Child Care.

Lectures on the various activities of the home and practical experience are correlated in this course. This course includes forty hours in the care and feeding of infants in the Soldiers Orphans Home and an equal period in the study of practical nursing at the Brokaw Hospital. This is a thoroughly practical course to meet the requirements of the Smith-Hughes Act.

Prerequisite: Courses 33, 42. Text: *Economics of the Household*, Andrews. Spring quarter. Major.

46. Home Planning and Furnishing.

The course deals with the home, its location, surroundings, plan, and construction, and with the phases of interior decoration. The treatment of walls and floors, floor-coverings, the selection and arrangement of furnishings, and color are among the subjects considered.

Prerequisite: Design 30A and Color 35. Two hours daily. Spring quarter. Major.

43. Nutrition.

This course is designed for physical education majors. It includes a study of the significance of food in daily life enabling one to secure a better understanding of the importance of nutrition in health, the essentials of an adequate diet, and the cost of food in relation to nutritive value and family income.

Prerequisites: Chemistry 31 and 32, Human Physiology 31. Text: *Foundations of Nutrition*, Rose. Winter quarter. Major.

INDUSTRIAL ARTS

The schools of Illinois made a demand upon the teachers colleges during the latter part of the last century and the opening years of the present century for teachers of shopwork and mechanical drawing. A few courses were offered at the Illinois State Normal University during the school year 1903-1904 and from this small beginning there has been developed an industrial education division with thirty courses.

A four-year curriculum is now offered in the Division of Trade and Industrial Education and a degree may thus be earned. A diploma is given for two years of work.

The field of industrial education has gradually broadened and the demand for teachers is such that now courses are offered in wood, metal, electricity, printing, mechanical drawing, machine drawing and design, and architectural drawing.

Equipment for teaching various types of courses has been increased considerably very recently. Printing is taught in room 44 with an equipment of modern machines including three small presses and a large cylinder press.

A new general metal shop has been installed in a large room in the south half of the central heating plant. Various courses in metal work, auto mechanics, and electricity are now taught with new equipment re-

cently secured for such work. New tools and machines have been added to the woodshops from time to time.

The four-year program in industrial education is now so complete that it prepares persons to teach in high schools, or grade schools in Illinois, and the graduates of this Division have also been called to good positions in many other states and even to Alaska and the Philippine Islands.

A good background of science is required as part of the industrial education curriculum in addition to various craft courses, methods of teaching, and student teaching. Persons who have completed the four-year program for teachers of industrial education have also prepared themselves along one or more minor lines of study and are competent to teach industrial arts and other subjects commonly included in high-school courses of study.

31A. Manual Activities.

A study will be made of the principles and methods underlying the use of the materials in the Kindergarten and primary grades. Practical work with blocks, clay, paper, textiles, and wood will be given in connection with the development of projects in construction.

Text: Permanent Play Material for Young Children, Garrison; The Beginnings of Art in the Public Schools, Mathias. Fall quarter. Major.

30. Beginning Benchwork in Wood.

The main purposes of this course are: (1) to show the proper use of various woodworking tools and the processes followed by skilled craftsmen and (2) to give the needed information about the tools and the materials worked with. Small projects useful in the home are designed and made by the students.

Text: Handwork in Woods, Noyes. Two periods daily. Fall quarter and first summer term. Major.

30A. Advanced Benchwork in Wood.

This course is a continuation of Beginning Benchwork. More difficult processes in joinery are taught and larger projects interesting to high-school boys are designed and constructed. The formal class work takes up the tool processes and materials which are used.

Prerequisite: Course 30 in Benchwork. Text: Handwork in Wood, Noyes. Winter quarter. Major.

30B. Electrical Construction.

Practical application of electrical theory is made through the construction of electrical apparatus and household appliances. Underwriters' codes for electrical installations are studied together with the basic principles of the operation of electro-magnets, induction coils, bells, direct current motors, and generators. Attention is given to house wiring, radio repair, storage batteries, meter reading and general testing. The course is intended for those who desire a practical knowledge of electricity and who desire to gain skill in the actual construction of electrical apparatus. Two hours per day for 12 weeks.

Texts: Practical Electricity for Beginners, Willoughby; Elementary Electricity (Job Sheets), Willoughby. Fall quarter and first summer term; each half being given in alternate summers. Major.

31. Wood-Turning.

The chief tool processes used by the skilled wood-turner are taught. A few of the elementary principles of pattern-making are also learned through demonstration and practice.

Prerequisite: Benchwork Course One. Text: Pattern-making Notebook, Greene. Spring quarter. Major.

32. Furniture Construction by Factory Method, Using Woodworking Machinery.

This course gives an experience in the factory method of construction. Each student is given from one to two weeks of work on each machine thus receiving a varied training. The work consists of cabinet-making, furniture construction and wood finishing.

Prerequisite: Course 30. Two periods daily. Winter quarter. Major.

33. Elementary Woodwork and Craft Projects.

This course deals largely with the making of toys for children in the elementary schools. Supplies, materials and equipment together with suitable projects, courses of study and sources of information are given attention. Teachers in kindergarten, elementary village grade, and country schools will find work in this course suited to their needs.

Text: Toys, Harry Wright. One hour a day for twelve weeks. Spring quarter and first summer term. Minor.

35. Mechanical Drawing.

This is a course for beginners and includes working drawings, lettering, geometrical drawings, problems in projection, inter-sections of solids, development of surfaces, tracing and blue printing. Students may furnish their own instruments or rent them from the department.

Two hours a day for twelve weeks. Text: Mechanical Drawing Problems, Weick. Fall quarter. Major.

35a. Sheet Metal Drafting.

In this course the underlying principles of sheet-metal pattern drafting are presented. The course is arranged to give practical application of these principles, through the making of cardboard models showing clearly the principle involved. Many patterns of sheet metal objects are made which may be used later by the teacher.

Prerequisite: Course 35, or its equivalent. Sheet Metal Drafting, Longfield. Two hours a day for twelve weeks. Winter quarter. Major.

35b. Mechanical Drawing.

This course is intended for students pursuing courses in art and design. The elements of mechanical drawing are given and applied in designing simple structures. Attention is given to principles of design

both applied and structural. Blueprint reading and making are studied briefly. This is a beginning course and is open to all.

Two hours a day for twelve weeks. Winter quarter. Text: Mechanical Drawing, Ermeling-Fischer-Green. Major.

36. Machine Drawing.

This is an advanced course for students who wish to be prepared to teach mechanical drawing in high schools. The special conventions of machine drawing, sketching, detailing, assembling, etc., are presented to the student in this course.

Two hours a day for twelve weeks. Prerequisite: Mechanical Drawing. Text: Mechanical Drawing Problems, Weick. Winter quarter. Major.

37. Architectural Drawing.

This course includes architectural lettering, conventions, plans and elevations, study of materials, and specifications. One hour a week is devoted to the study of architectural forms and architectural history through the use of lectures and lantern slides.

Two hours a day for twelve weeks. Prerequisite: Course 35. Text: Progressive Steps in Architectural Drawing, Seaman. Spring quarter. Major.

38a. Wood and Wood Finishing.

This course consists of two parts: the first of which treats of the characteristics and growth of wood considered from the botanical and chemical aspects. Later topics for consideration are: density, weight, specific gravity, seasoning, and moisture content of lumber; shrinking, swelling, and warping; durability, decay, and preservation; grading of lumber; manufacturing and lumber sizes. During the second half of the course the work will consist of study and practical finishing of wood. Some of the subjects considered are: various kinds of stains and dyes, wood fillers, shellac and spirit varnishes, oil varnishes, brushes, enamels, lacquers, paints, and the method of using these materials.

Text: Wood and Lumber, Newell. Prerequisite: Course 30, Benchwork. Winter quarter. Major.

39. Furniture Designing and Construction.

Major or minor. This course consists of a study of the principles of design useful in the various manual arts, period furniture, and the designing of furniture that can be made in school shops. When taken as a major an article of furniture must be constructed.

Prerequisite: Course 30. Spring quarter. Major.

40. Advanced Architecture.

This course deals with architectural problems of a more advanced nature than can be undertaken in an elementary course. Attention is given to more complex plans, elevations, and details. The theory of shades, and mechanical perspective are studied and applied in making

drawings of dwellings or public buildings. Much attention is given to plans, materials, contracts, specifications and styles of architecture. Library work required.

Prerequisite: Course 37, or its equivalent. Two hours a day for twelve weeks. Spring quarter. Major.

41. Machine Design.

This course is a continuation of Machine Drawing and includes various types of cams and gears and a study of elementary kinematics as applied to machinery. The student designs and makes all details for a small machine.

Prerequisite: Machine Drawing or its equivalent. Winter quarter. Text: Mechanism, Keown. Major.

42. General Metal Work.

This course gives practice in pipe fitting, bolt and nut threading, elementary forging, and work with sheet metal as applied in the repair and upkeep of farm or home equipment. Students may elect some work on the machine lathe.

Two hours a day for twelve weeks. Fall quarter. Major.

42a. Care of Machinery and Saw Filing.

This course is planned to give practical experience under supervision to persons who wish to know about the adjustment of machines, the sharpening of knives for wood working machinery, an automatic knife grinder, the care of belting, the filing and setting of hand saws, methods of setting, gumming, jointing and filing of circular saws and dado heads, the care and sharpening of band saws, and the adjustments and refitting of bearings of various machines.

Prerequisite: Course 30, Benchwork, and Course 32, Furniture Construction Factory Method. Two hours daily all quarters. Hours to be arranged with instructor. Major.

43. Sheet Metal Work.

This work includes a study of sheet metal layouts, elementary hand and machine work, together with the construction of a number of projects. Problems involve heating and ventilating, cornice work, tinware, gutters, and pipe intersections. Parallel work, radial and approximate development will be used, together with the three forms of triangulation.

Text: Sheet Metal Work, Welch. Two hours a day for twelve weeks. Winter quarter. Major.

44. Automobile Mechanics.

This course is intended to give a clear understanding of the mechanism of the modern automobile. About two-fifths of the time is spent in the study of the function and mechanical theory of the automobile parts. The remaining three-fifths of the time is given to shop work on motor units, running gear units and electrical systems. This work is done on a number of cars.

Twelve weeks. Spring quarter. Major.

44a. Automobile Mechanics.

This is a continuation of Automobile Mechanics Course 44 and consists of a more intense and scientific study of the problems in the field. Practical experience is given in bearing fitting and adjusting, honing of cylinders, and repair and adjustment of carburetors.

Prerequisite: Auto Mechanics I or its equivalent. Fall quarter. Major.

47. Farm Shop Work.

This is a course in woodwork in which articles will be made which are for out-of-door use on the farm or about the home. The steel square with its many tables and the underlying mathematical principles will be fully explained and its varied use in roof framing will be illustrated by practical problems in house construction.

Fall quarter and first summer terms. Two hours daily. Major.

48. Pattern-Making.

This course includes lathe and benchwork upon patterns of wood. A graded course is offered illustrated allowances for shrinkage, draft, finish, and similar matters, and the methods of making core prints and core boxes. Patterns for small machine parts will be made.

Prerequisite: Course 30 in Benchwork, and Course 31 in Woodturning. Spring quarter. Major.

49. Printing.

The aim of this course is to acquaint the student with the major occupations in the industry. Lectures and recitations deal with such subjects as: history of printing, printers' English, related arithmetic, paper and ink, type faces, and the elements of typography. School publications will be studied for the benefit of teachers of English and Journalism.

Text: Printing Occupations, Hague. All quarters. Major.

49A. Printing.

This course is a continuation of Printing 49 and consists of advanced problems in composition, imposition, and platen press work. An analysis of the trade will be made and some time will be spent in planning courses of study.

Prerequisite: Printing 49 or 49c. Winter quarter and second summer term. Major.

49B. Advanced Printing.

Multiple imposition, cylinder press work, folding machine and bindery practice, and projects of an advanced nature will comprise the practical work in this course. Printing economics, including such topics as buying materials and supplies, keeping shop records, cost-feeding, estimating, etc., will be dealt with through lectures and reference reading.

Prerequisite: Printing 49a. Spring quarter. Major.

49C. Fine Arts Printing.

This course is designed particularly to fill the needs of art teachers although it is open to students from any curriculum. The laboratory work will emphasize the design in the project rather than the skills involved. Topics covered include methods of illustrating school publications, layout and design of printing projects, printing inks and papers, and other related subjects. Some time will be spent in making linoleum cuts for letterpress printing.

Text: *The Practice of Printing*, Polk. Fall quarter, and second summer term of 1931. Major.

MUSIC

Since music in its various phases is now quite generally taught in the elementary and secondary schools of the State, it is incumbent upon the teacher training institutions to offer a course of study in music, which shall adequately prepare the student to teach the subject in these schools.

A two-year curriculum is offered, which leads to a special certificate, or diploma, and prepares the student to teach music in the elementary schools.

Two years of study beyond the two year curriculum are offered, making a four-year curriculum in music which leads to the degree of Bachelor of Education, and qualifies the student to teach in the secondary schools and to supervise music in the grades.

The main objective in the curriculum leading to the degree in musicianship, the emphasis each year being upon growth and development in ability to perform. Ample time, however, is allotted to such studies as harmony, ear training, form, and history of music, so as to insure breadth of musical culture.

In the sophomore and senior years certain courses include definite preparation for teaching, for it is recognized that such professional training is one of the important parts of the equipment of the student and should therefore find a place in the music curriculum of a teacher training institution.

There are certain special requirements in the curriculum as indicated in the outlines which follow.

Three terms of observation and teaching in the training school are required of each candidate for a special certificate or a degree.

Two years' work in health education is required of each student.

It is expected that each student in the music curriculum will identify himself, or herself, with one or more of the following organizations which the school maintains: the choral club; the women's or men's glee club; the orchestra; the band, and the Lowell Mason club. The school owns a Hillgren and Lane three manual Pipe Organ, upon which students may arrange to practice.

A half credit will be given for a year's work in each of the following musical organizations: choral club, glee club, orchestra, band, en-

semble classes in piano or orchestral instruments, provided such organization extends its work to ninety minutes per week. Three credits toward graduation may be made in this way.

Candidates for the Ed.B. degree must show by examination (a) Ability to play on the piano, in an artistic manner, music of medium difficulty. In special cases this requirement may be reduced for students with corresponding proficiency in playing other approved instruments. (b) Ability to sing with agreeable tone, accurate intonation and musicianly interpretation, songs of the difficulty of the simpler compositions by Robert Franz. (c) Ability to sing unaccompanied and to play at sight on the piano, material of the difficulty of the ordinary hymn tune.

30. Elements of Music and Notation.

This course is for beginners in sight-reading. It deals with the elements of music and their notation; sight-reading in unison, two-, three- and four-part harmony; the major scale, major keys and chromatic tones; written work as a further means for ear and eye training; special ear training in both the larger and smaller units of thought in music; periodical lessons in the appreciation of music.

Text: *Elements of Music in Song*, Westhoff. All quarters. Minor.

31. Advanced Sight Reading.

This course is for students who have finished Course 30 or its equivalent, and who intend to teach in intermediate or grammar grades. Sight reading in unison and in parts; review of chromatic tones and their notation in all keys; major and relative minor scales and keys; intervals and chords; modulation and key relationship; written work; ear training; periodical lessons in the appreciation of music.

Text: *Ideal Music Series*, Book Four. All quarters. Minor.

34. High-School Music.

Bibliography of high-school music; the organization of the glee clubs, orchestra and band; a study of orchestral and band instruments; conducting a school operetta; a brief study of the lives and works of the great composers; periodical lessons in the appreciation of music; practice teaching.

Prerequisite: Music 30 and 31. Materials: Chorus and glee club sections. Winter quarter. Major.

35. Elementary Harmony and History.

Scales, intervals and chords in major and minor keys; chord relationship and harmonization of simple tunes; the dominant seventh in the major and minor modes; a brief survey of the history of music from the time of Bach to the present.

Text: *Harmony for Ear, Eye, and Keyboard*, Heacox. Spring quarter. Prerequisite: Music 30 and 31. Major.

36. Music Appreciation.

Discussion of the values and aims of music appreciation in the public schools. A study for each grade and for the high school of—

1. Various specific aims in listening lessons.
2. Music best adapted for accomplishing these aims.
3. Ways of using this music. Demonstration lessons to illustrate the more important points.

First summer term. Semi-minor.

37. Music Organizations.

The Choral Club. The Choral Club, a chorus of mixed voices, meets twice each week. Composition of the better class and excerpts from the standard cantatas, operas, and oratorios are studied and prepared for public presentation. Three concerts are given each year.

The Glee Club. Practice in part singing may be further developed in connection with the work of the Girls' Glee Club and the Boys' Glee Club, which meet twice a week for practice.

The Orchestra. Students who play upon orchestral instruments are given an opportunity for practice in concerted playing. The orchestra holds one rehearsal each week.

The Band. The University owns fifteen instruments, upon which regular lessons are given until sufficient skill is gained for concerted playing. The band and orchestra furnish music for the social functions of the school.

For participation in these voluntary musical organizations one credit, or one-half credit may be allowed.

40. Harmony.

Progressive formation of scales, intervals and triads; principles of chord connection in four parts; inversion of triads; the dominant seventh chord and its simple resolutions; simplest modulations. Studies in assigned melodies, bases and original work.

Fall quarter. Major.

41. Harmony.

The inversion of the dominant seventh and its regular and irregular resolutions; the diminished seventh chord; the dominant ninth chord; simple modulations. Assigned and original work.

Winter quarter. Major.

42. Harmony.

An intensive review of the underlying materials with stress put upon original experiments in 4 parts; a more extended use of modulation; a free use of melodic and ornamental tones; choral settings of short poetic texts; the augmented sixth series and writing of piano accompaniments to assigned and original melodies.

Spring quarter. Major.

43. History of Music.

The theories and origin of music of the primitive nations; the rise and development of notation, of monophony and polyphony; the contribution of Italian opera; studies of the 18th century composers—their works and biographies to the time of Beethoven.

Fall quarter. Major.

44. History of Music.

The forces contributing to the musical changes at the opening of the 19th century; romantic and post-romantic periods; 20th century tendencies; the study of works and biographies of composers, beginning with Beethoven and including the modern school.

Winter quarter. Major.

45. Survey of Music Literature.

This course aims, through the study of the content and mood of the works of recognized composers, to develop a taste for and a knowledge of good music; to build up a repertory of music which should be the possession of every cultured person.

Fall quarter. Major.

46. Survey of Music Literature.

This course deals with the essential nature of music and its possibilities and limitations as a descriptive medium. The use of a wide range of illustrations will afford comparisons with literature, sculpture and painting. Through programs of various types of compositions the listener will come into an appreciation of the styles of outstanding composers.

Winter quarter. Major.

47. Form and Analysis.

A study of the metrical structure of the various forms of musical compositions; small instrumental forms with examples from Schubert, Mendelssohn and Grieg; simple and compound primary forms, preludes, inventions and dance forms of Bach; the sonata with illustrations from Haydn, Mozart, and Beethoven.

Spring quarter. Major.

NATURAL SCIENCE

Under the head of natural science are offered courses in botany, chemistry, elementary science, general biology, mathematics, physics and zoology. Some courses in geography fall in this group also but for convenience of reference they are listed with the other courses in geography.

BOTANY

The courses in botany and in zoology are organized primarily to meet the needs of those preparing to teach in the high school. Courses 31 and 32, in both botany and zoology, serve as general introductory

courses. In both subject-matter and in method of presentation these courses are intended to serve as model high-school courses, but include additional material which makes them the equivalent of introductory courses as taught in collegiate institutions. Together with the above courses, Courses 33 and 45 in General Biology are regarded as minimum essentials for recommendation by the biology department for teaching botany, zoology and biology in high schools.

The advanced work included in the courses numbered 41 and above is intended to give those preparing to teach a more extensive and intensive knowledge of the subjects and to prepare them for advanced work in the biology departments of larger high schools.

31. Introductory Botany.

The scope of botany together with its economic applications and its position in the theory of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of plants. The work consists of experiments, field trips, text and library assignments.

Prerequisite: None. Texts: New Manual of Botany, Gray: Textbook of General Botany, Holman and Robbins. Spring quarter, and first summer term. Major.

32. Cryptogamic Botany.

This course is designed to explain the complexities of structure and function of our useful plants by a comparative study of their more simple ancestors.

Prerequisite: Botany 31 or its full equivalent. Text: Textbook of General Botany, Holman and Robbins. Fall quarter and second summer terms. Major.

33. Food Mycology.

A special study is made of micro-organisms in their relation to the manufacture, preparation, and preservation of food products.

Prerequisite: Botany 31 or equivalent. Text: Bacteriology, Buchanan. Winter quarter. Major.

41. Plant Morphology.

A study is made of the external form and internal structure of plants. Particular attention is given to the ferns and seed plants in which groups phylogenetic relationships are traced.

Prerequisite: Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes, and Cowles, Vol. I. Fall quarter of 1932 and each alternate year thereafter, and the first summer term of 1932. Major.

42. Plant Physiology.

In this course a study is made of plant nutrition and the fundamental processes underlying plant response.

Prerequisites: Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes, and Cowles, Vol. I. Fall quarter of 1932 and summer terms. Major.

43. Taxonomy and Plant Ecology.

Special groups of plants are studied in their natural habitat.

Prerequisites: Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes and Cowles, Vol. II. Spring quarter, 1931, each alternate year thereafter, and second summer term 1932. Major.

44. Plant Pathology.

A study is made of the more important plant diseases which are caused by bacteria and fungi.

Prerequisites: Botany 31 and 32, or equivalent. Text: United States Department of Agriculture and state agriculture experiment station bulletins. Fall quarter of 1931, each alternate year thereafter, and first summer term 1931. Major.

45. Introductory Bacteriology.

This course is planned to meet the needs of students of general science, sanitation, and hygiene.

Prerequisites: Botany 31 or equivalent. Text: Bacteriology, Buchanan. All winter quarters and first summer terms. Major.

46. Bacteriology.

This course is offered to meet the special needs of those students desiring to continue the work offered in courses 33 or 45.

Spring quarter, and some summer terms. Major.

CHEMISTRY

The courses in chemistry are intended to meet the needs of the following classes of students:

1. Those preparing to become teachers of chemistry in the high schools as well as those planning to pursue graduate work in the science.

2. Those majoring in biology, physics, mathematics, agriculture, home economics and physical education who need foundation courses in chemistry.

3. Those desiring chemistry for its cultural value in giving breadth to education.

4. Those having science deficiencies in their secondary school preparation.

The courses include the usual collegiate subjects of general inorganic chemistry, analytical, both qualitative and quantitative, organic, physiological and physical chemistry. Four years of work in chemistry are offered.

31. General Chemistry.

This is the first of a series of three courses. It includes a study of the elements oxygen, hydrogen, nitrogen, carbon, chlorine and sodium and their simple compounds together with a consideration of the fundamental laws of gases, of chemical combination, and solution. The atomic and ionization theories are given due attention. Chemical equations and simple calculations are included.

Text: A Course in General Chemistry, McPherson and Henderson; Laboratory Manual, Adams, Browne, and Currens, and Study Outline (to be obtained from the instructor). Laboratory fee \$2.00 and breakage. Fall and spring quarters and mid-spring and first summer terms. Major.

32. General Chemistry.

This is a continuation of Course 31 and includes the study of the elements sulfur, fluorine, bromine, iodine, silicon, phosphorus and their compounds. Valence, chemical equilibrium, the periodic law, molecular and atomic weights and thermo-chemistry are also included. Some study of elementary organic chemistry is made.

Prerequisites: Course 31. Text: Laboratory manual and study outline as for Course 31. Laboratory fee, \$2.00 and breakage. Winter quarter and first summer term. Major.

33. General Chemistry.

This course continues Course 32 and includes a study of the commoner metals and simple metallurgical processes, alkali production, water softening and silicate industries. Elementary qualitative analysis is included.

Prerequisite: Course 32. Text and Study Outline as for Course 31; Elementary Qualitative Analysis, Reedy. Laboratory fee, \$2.00 and breakage. Spring quarter and second summer terms. Major.

37. Organic Chemistry.

A study of the compounds of carbon including aliphatic hydrocarbons, alcohols, acids, ethers, esters, fats, aldehydes, ketones, amines, amides and halogen derivatives. The common kinds of isomerism and the asymmetric carbon atom are studied. Extensive use of structural formulas as a means of expressing chemical facts are made. Particular attention is paid to the organic compounds of the household and farm.

Prerequisite: Courses 31, 32 and 33 or their equivalent. Text: Organic Chemistry, Norris; Laboratory Manual; Experimental Organic Chemistry, Norris, and Study Outline (to be obtained from the instructor). Laboratory fee, \$3.00 and breakage. Fall quarter and first summer term. Major.

38. Organic Chemistry.

This is a continuation of Course 37 and includes a study of the common carbocyclic compounds, the carbohydrates and proteins. Some attention is given to dyes and medicines.

Prerequisite: Course 37 or its equivalent. Text: same as for Course 37. Laboratory fee, \$3.00 and breakage. Winter quarter and second summer term. Major.

39. Physiological Chemistry.

This includes the application of simple physical chemistry to biology changes, the study of the elements composing the animal organism, carbohydrates, fats and allied substances, proteins, foodstuffs, important

tissues, digestion, absorption, the blood and urine. Some study of metabolism and the endocrine system is included.

Prerequisite: Courses 37 and 38 or their equivalent. Text: Introduction to Physiological Chemistry, Bodansky; Laboratory Manual, Bodansky and Fay. Laboratory fee, \$3.00 and breakage. Spring quarter. Major.

43. Qualitative Analysis.

A continuation of the qualitative analysis begun in 33, including an extended study of anion and cation separation and identification based on the ionic theory and chemical equilibrium. Qualitative analysis of insecticides, fertilizers, soils, and waters are undertaken. The course will be found of particular value to students preparing to teach high-school chemistry.

Prerequisite: Courses 31, 32 and 33 or their equivalent. Texts: Qualitative Analysis, Treadwell-Hall; Qualitative Analysis, Reedy. Laboratory fee, \$3.00 and breakage. Fall quarter. Major.

44. Quantitative Analysis.

The course includes such fundamental gravimetric operations as construction, care and use of the analytical balance, determination of chlorine, sulfur, silver, copper, and aluminum. Analysis of limestone and rock phosphate are undertaken. The course also includes the fundamentals of volumetric analysis. Standard solutions of acids, bases, and oxidizers are prepared and used in volumetric analysis. Extensive study of chemical problems based on the above operations is made.

Prerequisite: Course 43 or its equivalent. Text: Quantitative Analysis, Smith. Use is made of reference works on Quantitative Analysis. Laboratory fee, \$3.00 and breakage. Winter quarter. Major.

45. Quantitative Analysis.

This continues the studies begun in previous course and includes the application of gravimetric and volumetric methods, to the analysis of foods and feeding stuffs, water, fertilizers, and soils.

Prerequisite: Course 44 or equivalent. Text: same as for 44. Laboratory fee, \$3.00 and breakage. Spring quarter. Major.

46. Physical Chemistry.

This is the first of a series of three courses in the subject. It deals with the atomic and molecular states, the fundamental laws of chemical combination, the gas laws, the properties of liquids, the laws of thermodynamics and of thermo-chemistry.

Prerequisites: Calculus, courses 44 and 45 in Chemistry and courses 37, 38 and 39 in Physics. Calculus and courses 44 and 45 may be taken as parallel courses. Text: Elements of Physical Chemistry, Bell and Gross. Mathematical Preparation for Physical Chemistry, Daniels, is used as a reference book. Laboratory fee, \$3.00 and breakage. Fall quarter. Major.

47. Physical Chemistry.

This is a continuation of Course 48 and includes the study of crystals, atomic structure, solutions and freezing and boiling points and osmotic pressure determinations, electrical conductivity and electromotive forces.

Prerequisite: Course 48. Text and fee as in Course 48. Winter quarter. Major.

48. Physical Chemistry.

This is a continuation of courses 46 and 47 and includes a study of chemical kinetics, homogeneous and heterogeneous equilibria, the phase rule and colloidal chemistry.

Prerequisite: Courses 46 and 47. Text and fee as in course 48. Spring quarter. Major.

ELEMENTARY SCIENCE

There is a growing demand for better trained teachers in nature study and elementary science. Many schools are adopting a partial departmental plan in order to secure teachers who are equipped to do the work. Students who wish to prepare for positions as special teachers or supervisors of nature study or science in junior high schools should, if possible, take the following courses: Nature Study 31 and 32, 33 and 34, 41, 42, 43, General Biology 33, Plant Ecology 43 or General Entomology 44, and General Science.

31. Nature Study for Lower Grades.

This course includes, (1) A study of wild and cultivated plants, of birds, insects, domestic animals, wild mammals, stars and constellations, and simple weather observation. (2) Methods of teaching nature study with much attention to expression in projects, hand work, games, and the drama.

Texts: Practical Nature Study, Coulter and Patterson; The Study of Nature, Patterson; Studies in Science, Patterson. Fall and spring quarters and summer terms. Major.

32. Nature Study for Upper Grades.

This course is similar to Course 31 but includes additional material suitable for upper-grade children. It demonstrates the nature-study method of attack with emphasis on the problems of upper-grade work.

Texts: Studies in Science, Patterson; Practical Nature Study, Coulter and Patterson. Fall, and spring quarters and summer terms. Major.

33. Agricultural Nature Study.

A course for students in Curriculum N. It deals with material suggested in the State Course of Study; methods of manipulation and presentation, including experiments. The chief topics considered are garden, farm, and fruit crops, trees, insects, fungi, domestic animals, and sky study.

Prerequisite: None. Text: Studies in Science, Patterson; Nature Study and Health Education, Patterson. Fall quarter and first summer term. Major.

34. Agricultural Nature Study.

This is a continuation of Course 33. The spring aspect of plant and animal life is considered, also a study of soils, poultry, birds, simple landscape gardening, and ways to relate the work of the school to home projects and boys' and girls' clubs.

Text: Studies in Science, Patterson. Spring quarter. Major.

43. Gardening.

The course includes work in practical gardening studies in landscaping home and school grounds, and methods of managing and directing children's gardens. Part of the time is given to actual supervision of children in their home gardens.

Prerequisite: High-School Botany, or any of the nature study courses named above. Garden Manual, Bailey. Spring quarter. Major.

GENERAL BIOLOGY**33. Systematic Biology.**

This course is divided into two parts: local flora and bird study, each of which may be taken separately as a minor. Taken together, they constitute a major subject.

Local Flora. A study, from a taxonomic point of view, of the trees, shrubs and wild flowering plants of the local area; or the decorative plants grown in the school garden and local nurseries.

Prerequisites: None. Text: New Manual of Botany, Gray. Spring quarter, Monday, Wednesday, and Thursday.

Bird Study. An identification of the common birds of the vicinity including a study of food relations, seasonal distributions, economic importance and means for preservation of bird life.

Text: Land and Song Birds, Reed. Spring quarter, three hours Saturday morning. Major.

45. Evolution and Heredity.

A study of the proofs of evolution with a discussion of the factors involved in the process together with a discussion of the facts of heredity and outgrowing problems. This course may be taken for its general cultural value by students not majoring in biology.

Prerequisites: Twenty-four university credits. Text to be announced. Winter quarter 1932-1933 and alternate years; first summer term of 1931. Major.

MATHEMATICS

The courses in mathematics are organized primarily to meet the needs of three classes of students:

1. Students preparing to teach arithmetic in the grades and the junior high school.
2. Students preparing to teach mathematics in high schools.
3. Students majoring in subjects which require mathematics as a basic prerequisite.

Courses 31 and 32 in arithmetic are especially designed for grade teachers. Students who expect to teach mathematics in the larger high schools, are advised to complete the year's work in Calculus and the year's work in the history and teaching of mathematics.

30. Arithmetic Review.

A course planned for students who are deficient in the fundamentals of arithmetic.

Fall, winter and spring quarters. No credit.

30A. Advanced Algebra.

This course is designed: (1) for those who wish to specialize in mathematics or science, and who have had only one year's work in algebra in the high school; (2) for those science students who wish to take College Algebra 32 in their freshman year. It includes a thorough resume of the essentials of high-school algebra from new points of view which the added maturity and training of the student enables him to appreciate, and give all the advanced material of the third semester's course with additional work on the graph, function, determinants, and extension of the number system.

Prerequisite: At least one year of high-school algebra. Text: Introductory College Algebra, Rietz and Crathorne, Chapters I-XI, XIII, XIV, XVI. Fall quarter. Major.

32. College Algebra.

This is a continuation of Course 30A or 31, and includes systematic and thorough training in college algebra. The following topics are studied: mathematical induction, the progressions, theory of equations, logarithms, partial fractions, permutations and combinations, probability, determinants, limits, and infinite series.

Prerequisite: Algebra 30A and Trigonometry. Text: College Algebra, Rietz and Crathorne. Spring quarter. Major.

32A. Solid Geometry.

This is a thorough study of the geometry of space including the plane, the prism, the pyramid, and the three round bodies. Many theoretical and industrial problems are solved to apply the principles.

Prerequisites: One and one-half year's work in Algebra and a year in Plane Geometry. Spring quarter and first summer terms. Major.

31. Trigonometry.

This is the ordinary college course in plane trigonometry with an introduction to spherical trigonometry. The aim is to master the fundamental principles of the subject and its more important applications. The proving of trigonometric identities and the solution of trigonometric equations receive attention as well as the solving of triangles.

Prerequisite: One and a half units of high-school Algebra, or Algebra 30A or its equivalent. Fall and winter quarters. Major.

33. Analytic Geometry.

This is the ordinary college course in plane analytic geometry. The aim is to give the student a knowledge of the fundamental methods of analytic geometry, and then require him in his own independent thinking to adapt and generalize these methods as occasion arises. Much attention is paid to interesting and valuable problems that apply the theory.

Prerequisites: Algebra 30A and Trigonometry. Text: Analytic Geometry, Mills. Spring quarter. Major.

34. Astronomy.

This course is intended for those who are interested in the universe, and who like to have reasons given for the things they are asked to accept. The aim is to present the subject so that a student will get some knowledge of what has been accomplished in astronomy, something of the spirit which inspires the work, and something of the present state of the science. A great deal of observation work will be required to supplement the text.

Text: An Introduction to Astronomy, Moulton. (Pages 1-406.) Spring quarter. Major.

41. Calculus.

The formal side of the differential calculus is carefully developed and many problems of a practical nature are introduced from the fields of geometry and physics.

Prerequisites: College Algebra, Trigonometry, and Analytic Geometry. Text: Differential and Integral Calculus, Granville. Fall quarter. Major.

42. Calculus.

This is a continuation of Course 41, and includes the study of rates, series, curvature, envelopes, partial differentiation, indefinite and definite integrals, constant of integration.

Winter quarter. Major.

43. Calculus.

This is a continuation of Course 42. Special methods of integration, use of tables, lengths of curves, areas, surfaces, volumes, pressure and work integrals, center of gravity, moments of inertia. Introduction to Ordinary Differential Equations.

Spring quarter. Major.

44. History of Mathematics.

The subject is considered from two standpoints: (1) a survey of the growth of mathematics by chronological periods, and (2) the development of arithmetic, algebra, geometry, and trigonometry. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to classroom teaching of the present.

Prerequisites: College Algebra, Trigonometry and Analytical Geometry. Text: History of Mathematics, Vol. I and II, Smith. Fall quarter 1932 and alternate years thereafter. Major.

PHYSICS

The courses in physics are designed primarily to meet the needs of two classes of students:

1. Students preparing to teach Physics and General Science in the junior and senior high schools.

2. Teachers of Smith-Hughes home economics, or of agriculture.

The courses will serve also to meet the physics requirements of professional schools such as medicine and engineering, and the needs of students desiring physics for its cultural value. All courses except Course 35 are one credit courses usually requiring two recitation periods and two double periods of laboratory work, each week.

Students who plan to teach physics in secondary schools, should take courses 37 to 47 and should elect chemistry and mathematics as minors. It is preferred that students majoring in physics make at least two of the three credits required in practice teaching within the department.

Advanced courses in physics are given for those majoring in physics. Three of these courses may be taken by students wishing a minor in physics and should be elected by students majoring in either chemistry or mathematics. Courses 41, 42, 43 are offered in alternate school years, beginning with the fall of 1931. Courses 44, 45, 46 are offered in alternate years beginning with fall term 1932.

Prerequisites: First year College Physics and one year of College Mathematics.

30. General Science.

A course dealing with simple scientific problems of daily life. It includes studies in lighting, heating, air and ventilation, water and sewage, and a simple treatment of soil physics. For elementary teachers. No credit in case of students who had General Science in high school.

Text: Lessons in Science, Barber. Winter quarter. Major.

33, 34. Household Physics.

This is a two-term series, arranged to meet the needs of teachers of Smith-Hughes high schools. The course lays special emphasis upon household appliances, heating, ventilation, water supply and sewage disposal. Intended especially for students of Curriculum H.

33. Mechanics and Heat.

Texts: Physics of the Home, Osborn; Mechanics of the Household, Keene. Winter quarter first summer term even years, second summer term odd-numbered years. Major.

34. Sound, Light and Electricity.

Spring quarter, first summer term odd years, second summer term even-numbered years.

Texts: Physics of the Home, Osborn; Mechanics of the Household, Keene. Majors.

35. Sound and Physical Basis of Music.

This is a six weeks half-credit course and is required of students in Program D in their first year. Prerequisite: high-school physics.

Text: Sound and its Relation to Music, Hamilton. Given only first six weeks of spring quarter. Semi-major.

37, 38, 39. General College Physics.

A three-term series which is given as the first year of college physics. This is a detailed study of general physics. This includes elementary mathematical interpretation of physical laws and quantitative laboratory measurements. Students proficient in algebra and geometry may elect these courses without having had high-school physics. It is preferred, however, that courses in college mathematics either precede or run parallel with these courses. This is imperative if the student intends to continue with the second year of college physics.

37. Mechanics and Sound.

Fall quarter, first summer term 1931, second summer term 1932, not given in summer 1933. Then in regular rotation through summer terms. Text: College Physics, Stewart. Major.

38. Electricity and Magnetism.

Winter quarter, first summer term 1933, second summer term 1931, (not given in summer 1932), and then in regular rotation. Text: College Physics, Stewart. Major.

39. Heat and Light.

Spring quarter second summer term 1933, (not given in summer 1931), first summer term 1932, and then in regular rotation. Text: College Physics, Stewart. Major.

41. Advanced Mechanics.

Fall quarter of odd-numbered years, first summer term 1931 and every third summer thereafter.

Text: Elementary Applied Mechanics, Jameson. Major.

42. Advanced Heat.

Winter quarter 1931-32 and every alternate winter quarter thereafter. Second summer term 1931 and every third summer term thereafter.

Texts: Heat, Randall; and Heat, Edser. Major.

43. Advanced Electricity.

Spring quarter of even-numbered years, second summer term 1932 and every third summer thereafter.

Text: Elements of Electricity by Timbie. Major.

44. Advanced Light and Sound.

Fall 1930 and every alternate spring thereafter. First summer term 1932 and every third summer thereafter.

Texts: Introduction to Physical Optics, Robertson; Sound, Capstick. Major.

45. High Frequency Currents and Radio.

Winter quarter 1932-33 and alternate winter quarters. First summer term 1933 and every third summer thereafter.

Texts: Radio Engineering Principles, Lauer and Brown; Radio Instruments and Measurements, Circular 74, U. S. Government Publication. Major.

46. Recent Theories of Atomic Structure.

This course should be elected by all students majoring in either Physics or Chemistry, and should be preceded by at least three senior-college courses in each of the subjects.

Spring 1933 and spring quarters of odd-numbered years thereafter; second summer term 1933 and every third summer thereafter. Text: Introduction to Modern Physics, Richtmeyer. A non-laboratory course requiring one hour a day in recitation. Major.

ZOOLOGY

31. Invertebrate Zoology.

A general introductory course in Zoology dealing with the principles of structure, of function, of inter-relations, and of development among invertebrate animals, including a discussion of the simple and best established theories concerned with this group of animals.

Prerequisites: None. Text: General Zoology, Newman. Fall quarter and first summer term. Major.

32. Vertebrate Zoology.

A continuation of Course 31 into the group Chordata.

Prerequisite: Zoology 31 or its full equivalent. Text: General Zoology, Newman. Winter quarter and second summer terms. Major.

41, 42, 43. General Zoology.

An intensive study of the morphology with application of biological principles to representatives from the various animal groups exclusive of the group Insecta.

Prerequisite: Zoology 31 and 32 or equivalent. Text: College Zoology, Hegner. Fall, winter, and spring quarters 1931-32 and alternate years thereafter. Majors.

44. General Entomology.

A general introductory course dealing with morphology, physiology, ecology, and taxonomy of insects.

Prerequisite: Zoology 31 or equivalent. Text: Entomology, Folsom. Fall quarter 1932 and alternate years thereafter. Major.

46. Economic Entomology.

This course deals specifically with the insect pests which infest fields, gardens and orchards and those which are responsible for the spread

of human and animal diseases. The course involves a large amount of field work.

Prerequisite: Entomology 44 or equivalent. Text: *Insect Pests of Farm, Orchard, and Garden*, Sanderson. Spring quarter 1931 and alternate years. Major.

SOCIAL SCIENCE

In the field of social science courses are offered in economics, geography, history, political science and sociology. Several courses in geography belong in the field of natural science, but they are listed here for convenience.

ECONOMICS

The courses in economics and sociology are presented to supplement the work in history and government with a view to the more adequate preparation of high school teachers of history, economics, problems of democracy and other courses in the social studies. Sociology 31 and 36 and Economics 31 have special value to teachers who will face problems of curricular material.

Furthermore, the students in such special fields as supervision, speech, commerce, home economics, music and physical education will find it valuable, if not imperative, to do considerable work in these fields. The courses in Social Psychology (Sociology 38 and 49) should be of special value to teachers who will perform functions of deans and advisers in high schools. The debate coach will find that courses in social science will be of special assistance in that work. Such courses as Child Welfare (Sociology 43) will be helpful to majors in home economics while such courses as Economics 41, 42 and 43 will be helpful to students of commerce. Briefly, a large part of the work of these fields is designed to supplement the materials of the special subject fields.

Students specializing in economics may well take commercial geography, political science, and the course in conservation.

The course in the Commerce in Money, Banks, and Audits may count as a course in Economics.

31. Elements of Economics.

This course consists of a survey of the economic system, a study of the chief economic institutions, and an investigation of some of the chief economic problems. It is particularly designed to give the student a working knowledge of the subject of economics.

Text: *Economic Institutions*, Thorp. All quarters. Major.

41. International Trade and the Tariff.

A study of the principles underlying; trade between nations, the development of the foreign trade of the United States, and the historical development of our tariff policy.

Prerequisite: Economics 31. Text: *Tariff History of the United States*, Taussig. Fall quarter of 1931 and alternate years thereafter. Major.

42. Taxation.

An examination of the various forms of taxation, their incidence, their effects upon industry, their value as producers of revenue.

Prerequisite: Economics 31. Text: Seligman, *Essays in Taxation*. Fall quarter 1930 and alternate years thereafter. Major.

43. Money and Banking.

A course dealing with the origin, history, and function of money, the standard of value, index numbers, the functions of banks, the various instruments of credit, The Federal Reserve System.

Prerequisite: Economics 31. Texts: Holdsworth, *Money and Banking*; Phillips, *Readings in Money and Banking*. Winter quarter 1931-32 and alternate years thereafter. Major.

44. Industrial Relations.

This course deals with the development of labor legislation, the labor movement, and many associated problems dealing with the position of the worker in industry.

Prerequisite: Economics 31. Text: *Labor Problems*, Watkins. Winter quarter 1932-33 and alternate years thereafter. Major.

45. American Industrial History.

A textbook (Bogart's) is read, but this is mainly a library course and the time in the classroom is spent chiefly upon the discussion of the library readings.

Prerequisite: Economics 31. Spring of 1932 and alternate years thereafter. Major.

46. English Industrial History.

This is chiefly a library course dealing with the industrial revolution, its social and economic consequences, and the development of labor legislation and the Labor Party.

Prerequisite: Economics 31. Spring quarter, 1933, and alternate years thereafter. Major.

GEOGRAPHY

The courses in geography are arranged primarily to prepare teachers for (1) lower grades, (2) upper grades and junior high-school, (3) senior high-school, and (4) supervisory work, and to afford (5) the undergraduate preparation necessary for further study in geography with the intent of teaching the subject in junior college, normal school or teachers college.

As a major subject the following sequences are recommended: for junior high school, Geography 30, 31, 34 and 35, 37, 38 or 40, for senior high-school and supervisory preparation, these courses and Geography 40 and either 41, 42, 43, or 44, 45 and 46. At least nine courses should be completed by those expecting to do graduate study in geography, following the order indicated in the foregoing statements.

As a six-course major the following sequences are recommended: With social science, Geography 30, 31, 34 and Geography 35, 38, 39; with physical science, Geography 30, 31, 37, and Geography 44, 45, 46; with

biology, Geography 30, 31, 37, and Geography 43, 45, 46, as a general minor, Geography 30, 31, 34, and Geography 35, 37, 46.

30. Physiography.

A study of man's physical environment; the lithosphere, the atmosphere, the hydrosphere, earth relations; together with their influence upon man's activities. Required first course for students choosing geography as a major subject. Affords excellent background for teaching high-school physical geography. Four recitations and two laboratory periods a week.

Texts: Physiography, Salisbury; Laboratory Manual; "25 set" of Topographic Maps U. S. Geological Survey. Fall quarter. Major.

31. Principles of Human Geography.

A study of man's response to his physical and life environment through consideration of type environment and geographic regions. This course aims to build up the background of principles of geography for the teaching of geography in the elementary school. Required of all students in Curriculums A, B, L, M or N. Elective credits to others.

Prerequisite: For continent and method courses in geography, desirable prerequisite for all courses. Four recitations and two laboratory periods a week. Texts: Principles of Human Geography, Huntington and Cushing (Third Edition); New School Atlas, Goode; Laboratory Manual. All quarters. Major.

34. Geography of North America.

A study of the continent by geographic regions. Emphasis upon the more important human activities and the possibilities of further human utilization.

Prerequisite: Geography 31, or considerable teaching experience. Texts: North America, J. Russell Smith; New School Atlas, Goode. Spring quarter and first summer term of 1931. Major.

35. Geography of South America.

A course based upon the geographic regions of the continent, with emphasis upon the commercial relations and possibilities for future development. Offers excellent background for teaching the continent in junior high-school and grades.

Prerequisite: Geography 31, or considerable teaching experience. Texts: Commerce of South America, Jones; New School Atlas, Goode. Fall quarter and second summer term of 1931. Major.

36. Geography of the Eastern Continents.

The study of Asia, Africa, Australia and the Islands of the Pacific. Covers the subject matter required for presenting these continents in grade and junior high-school geography. Emphasis upon geographic regions and economic problems.

Prerequisite: Geography 31, or considerable teaching experience. Texts: Asia, Huntington; Africa, Carpenter; Australia, Carpenter; Advanced Geography, McMurray and Parkins; New School Atlas, Goode. Winter quarter and occasional summer terms. Major.

37. Commercial and Industrial Geography.

A study of the geographic factors influencing the production, distribution, and utilization of the world's most important commodities; the development of trade routes and industrial regions. Affords ample preparation in subject matter for the teaching of high-school commercial geography.

Desirable prerequisite, Geography 31. Four recitations and two laboratory periods a week. Texts: Economic Geography, Whitbeck and Finch; New School Atlas, Goode; Atlas of World Agriculture, Finch and Baker. All quarters. Major.

38. Geography of Europe.

A consideration of the geographic conditions of Europe as a background for the political division; the interrelations of Europe and other continents; the geographic factors influencing the outbreak, conduct, and settlement of the World War.

Prerequisite: Geography 31, or considerable teaching experience. Texts: Economic Geography of Europe, Smith; Geography of Europe, McMunn and Coster; The New Europe, Allen; Senior Atlas, Bartholomew. Winter quarter. Major.

40. Historical Geography.

A study of geographic influence upon the discovery, exploration, settlement, and development of America. Emphasis upon the economic conditions arising from the general geographic situation. Recommended to students of American History and social science. Considerable library work.

Texts: American History and its Geographic Conditions, Semple; American History Notebooks, Ridgeley and Russell. Spring quarter and occasional summer terms. Major.

41. Political Geography.

A study of the significant changes in the political divisions of the world from the background of geographical conditions. A consideration of geographical facts bearing upon territorial, racial, religious, commercial, and political alignments between nations of the world.

Texts: The New World, Bowman; New School Atlas, Goode. Fall quarter and occasional summer terms. Major.

42. Mathematical Geography, Maps and Graphics.

A course covering the field of mathematical geography, map projections and map interpretation, and use of graphic materials in geography. The making and coloring of maps and charts and diagrams. Affords background for teaching these phases of geography.

Text: Mathematical Geography, Johnson, with considerable laboratory. Winter quarter and occasional summer terms. Major.

44. Principles of Anthropogeography.

A consideration of the operation of geographic factors upon the political, economic, and social development of peoples; the influences of

location, area, land forms, water bodies, and climate, separately and in combination. Recommended to students of social science.

Text: *Influences of Geographic Environment*, Semple. Fall quarter and occasional summer terms. Major.

45. Climatology.

A study of the meteorological elements which go to make up climates; classification of climates; climates as human controls; the work of the United States Weather Bureau. Required field excursion to the Peoria weather bureau station.

Texts: *Meteorology*, Milham; *Climate*, Ward. Winter quarter and occasional summer terms. Major.

46. Physical and Historical Geology.

A course covering physical, dynamic and structural geology and the leading facts and more important events of historical geology. Emphasis laid upon the geology of the glacial periods and its influences upon Illinois. Required field trips to the Mackinaw River valley and to the Starved Rock State Park region.

Texts: *College Geology*, Chamberlain and McClintock. Spring quarter and occasional summer terms. Major.

47, 48, 49. Field Studies in Geography.

Studies of Illinois, Eastern United States, and Western United States, respectively, using motor-bus and camping outfit. Twenty-eight days of supervised field study, with detailed written report.

Two major elective credits in Geography. Courses offered during summer terms in sequence. Geography 48, in 1931, Geography 49 probably in 1932. Registration restricted to students with special interest in geography. Majors.

HISTORY

The history courses have been planned with the idea of offering a continuous year's work in American history and one in European history on the junior college level, and the same on the senior college level. History majors should take the twelve courses numbered 31, 32, 39, 41, 42 and 43 in American history and those numbered 37, 38, 35, 44, 45 and 46 in European history. English history 36 may be taken in addition or in substitution for History 37 or 38. In addition, one of the method courses, either 33 or 34 should be taken as necessary preparation in the technique of teaching history. All students preparing to teach in the grades should take History 31, 32 and 33. History 38 is also desirable for grade teachers.

31. Early U. S. History.

This course traces the growth of the characteristic institutions and ideals of the United States from their beginnings in colonial times, and on European soil, to and including the formation of our Federal Union.

Prerequisite: U. S. history in the high school or its equivalent. Text: *Foundations of American Nationality*, Greene. All quarters. Major.

32. Later U. S. History.

This course continues the study of those movements and forces which have left their permanent impress upon the national character and institutions.

Prerequisite, same as for Course 31. Text: Development of American Nationality, Fish. Winter and spring quarters and both summer terms. Major.

35. Modern European History.

A survey of European history since the 16th century. Economic and social development is considered as well as political development. This is a study of the Reformation, the growth of the national states, the wars of religion, the ascendancy of France, the rise of Russia and Prussia, the ancient regime in Europe, the French Revolution, European imperialism and the World War.

Text: A History of Europe, Schevill. Spring quarter. Major.

36. English History.

This course develops the narrative of English history from the beginning of the Tudor period to the present. Political, economic, and intellectual developments are traced with special emphasis upon progress in commerce and industry, colonial expansion, government, religious toleration, and intellectual movements.

Text: History of England and the British Commonwealth, Larson. Fall and spring quarter and first summer terms. Major.

37. Ancient History.

This is a study of the origin and development of early civilization with particular attention to those peoples whose arts, customs and institutions have served as sources of the life and culture of our own times.

Text: Survey of Ancient World, Laistner; and either Ancient World, West, or Readings in Ancient History, Davis. Fall quarter and first summer terms. Major.

38. Medieval History.

This course treats the medieval period as one of transformation. There is a brief study of the classical, Christian, Teutonic, and Mohammedan contributions and the modifications that occurred in the transition to modern times.

Prerequisite, ancient history in the high-school or Course 37. Text: Medieval Europe, Thorndike. Winter quarter and summer terms. Major.

39. History of the West to 1865.

Prerequisite: History 31 or its equivalent. This course traces the story of the Old West with special emphasis on the history of Illinois. It is a study of the French regime, the English occupation, the struggle for the Northwest, 1783-1816, the great migration, the spirit of the frontier; the problems of Indians, land, internal improvements and slavery. Much attention is given to the influence of the West on national policies.

Text: History of the American Frontier, Paxon. Winter quarter and some summer terms. Major.

41. Colonial American History.

This course, as well as Courses 42 and 43, is intended for prospective high-school teachers of history and social science. It is an intensive study of the colonial and revolutionary periods of American History. Wide reading is expected and each student is given the opportunity of studying intensively some special phase of the subject. Studies are made on: the discovery of America, the partition of the New World and the struggle for mastery, religious history of the Colonies, the British colonial administration, the Germans and the Scotch-Irish in America, and the political theories of early Americans.

Prerequisites: Courses 31 and 32 or equivalents. Fall quarter and some summer terms. Major.

42. Constitutional American History.

Similar in methods and prerequisites to Course 41. Intensive studies are made of slavery, political parties, the West, transportation, foreign relations and constitutional developments through the Civil War.

Winter quarter and some summer terms. Major.

43. Recent American History.

Method and prerequisites the same as Courses 41 and 42. It covers the period since the Civil War. Special work is given on the topics, the new South, the American farmer, the rise of big business, American labor, the last frontier, foreign relations, and America's part in the World War.

Texts: Since the Civil War, Lingley; Recent History of the United States, Paxson. Spring quarter. Major.

44. European History, 1450 to 1789.

This course, as well as Courses 45 and 46, is intended for special students in history and prospective social science teachers. Special studies are made of the Ottoman Turks, the rise of Prussia, the Reformation, social life in the 17th Century, and the Age of Louis XIV.

Prerequisite: History 35 and 38 or equivalent. Texts: Europe, 1450 to 1789, Turner. Fall quarter. Major.

45. European History, 1789 to 1870.

Much time given to the French Revolution and its continuation in the revolutions of 1830 and 1848.

Prerequisites: Same as for Course 44. Text: Europe Since 1789, Turner. Winter quarter. Major.

46. Europe Since 1870.

A study of recent European history which aims to acquaint the advanced student with Europe's present problems in their historical setting. Some of the topics considered in this course are: development of the Triple Alliance and the Triple Entente; European crises since 1904; responsibility for precipitating the World War; the treaties; the Russian Revolution; the political awakening of the East.

Prerequisite: Same as for Course 44. Text: Europe Since 1789, Turner. Spring quarter. Major.

POLITICAL SCIENCE

The courses in political science are designed primarily to meet the needs of prospective teachers of social science courses in the high school. Whenever possible, the student is taught the operation of political principles through the study of the solution of political problems. In the study of institutions, their historic backgrounds are presented in connection with the discussion of the institution. Functions and services are stressed, rather than powers and inhibitions.

Political Science 31, 32 and 33 should be taken in sequence. Political Science 30 and 34 are designed especially for the needs of teachers of civics and citizenship in the public schools.

30. Advanced Civics.

A course intended for students without civics in the high-schools or experience as teachers of civics. The relation of our constitution to colonial charters and to our early political experience is pointed out. The functions of modern government are studied. The rights and duties of the citizen under national, state, and local government are considered as essential topics. The course includes a comparative examination of several recent textbooks on the subject as well as considerable library and field work.

Text: *The American Democracy*, Forman. Spring quarter and summer terms. Major.

31. Political Science.

This course deals with the nature, scope and method of political science; the nature, functions, and sphere of the state; nationality, citizenship, its rights, and duties; constitutions; their sources and kinds; the distribution of government powers.

Text: *Political Science and Government*, Garner. Fall quarter. Major.

32. Political Parties and Party Machinery.

The history of political parties and especially the development of party machinery, party practices and functions are discussed in this course. The breakdown, during recent years, of strict party alignments, with the changes resulting therefrom, receives much attention. This course will demand a considerable amount of library time from the student.

Prerequisite: Course 30 or its equivalent. Text: *Political Parties and Electoral Problems*, Brooks. Winter quarter. Major.

33. Municipal Government.

A study of the rapid growth of cities in the United States and how they are governed; the field of city government as distinguished from state and national government; problems of city government, as sanitation, transportation, lighting, garbage, parks, police, etc., considered in detail; the city boss and his system; elections and nominating

machinery; the mayor-aldermanic system, the rise and extension of the commission form of city government and the city manager.

Prerequisite: Course 30 or equivalent. Text: *An Outline of Municipal Government*, Maxey. Spring quarter. Major.

SOCIOLOGY

31. Introduction to Sociology.

This is a broad survey course which aims to orient the student to the several phases of Social Science and to its relation to other fields of knowledge. Sketches of the social theorists from the Greeks to the present century are presented with applications made of laws which govern society. In addition, the student is introduced to some of the physical factors which form the basis of society, to some of the psychic conditions, to the anthropological development of man, to some of man's institutions and to some of the modern social problems with which man must deal. Open to freshmen and sophomores.

Text: *Man's Quest for Social Guidance*, Odum. All quarters. Major.

40. Rural Sociology.

This course deals with the village and country town, growth, decline, health, sanitation, morality, the social mind; organizations such as the community club, parent-teacher association, farm bureau, grange; the schools, the church, relation of the town to the open country. Emphasis is placed upon methods by which the community through organization and community action may have the satisfaction of better living. It is intended to prepare teachers and principals to be leaders, not only in education, but in general community life.

Texts: *Elements of Rural Sociology*, Sims; *Manual in Rural Community Problems*, Ratcliffe and Hacker. Spring quarter and both summer terms. Major.

41. Social Pathology.

In this course attention is given to crime and criminals, to theories and to problems of population, to migrations of peoples, to problems of race and religion, to unemployment, to poverty and dependency, to health, and if time permits, to problems of the insane, feeble-minded, and the maladjusted. Causes and treatments of the problems will be considered. The emphasis is placed upon case studies.

Prerequisite: Sociology 31 or equivalent. Text: *Social Pathology*, Queen and Mann. Fall quarter and summer terms. Major.

42. Social Institutions.

The institutions of man—state, church, family, school, industry, professions and customs are examined for their origin, form, development, as well as for their present and future status.

Prerequisites: Sociology 31 or equivalent. Taught in spring quarter 1931 and alternate years thereafter. Major.

43. Child Welfare.

The material of this course acquaints the student with the situations surrounding the American child in his relation to his environment. Problems of health, recreation, employment, community contacts and juvenile offenses are considered. A careful examination is made of the agencies engaged in the work of caring for children. The methods by which the school can cooperate in this work is made an important part of the course.

Prerequisite: Sociology 31 or equivalent. Text: Problems of Child Welfare, Mangold. Winter quarter. Major.

44. Sociology: Surveys and Field Work.

This course is designed for advanced students who have had one or more courses in sociology, preferably 36 or 43, and are interested in making application of social theory to actual community situations and social problems. Opportunities will be given the student to make contacts, under supervision, with one or more of the social agencies of the community, among them the Y.M.C.A.

Work will cover the period from September to June. One major credit will be granted for the satisfactory completion of the work. Admission to a limited number of students will be given by securing the consent of the instructor. Major.

45. Socialism and Social Reform.

In this course an examination is made of the outstanding theories which have been advanced to change the social order. The persons responsible for these theories and the time and circumstances under which they lived are considered. The influence of socialist thought upon the social legislation of the past century receives due attention.

Prerequisite: Sociology 31 and Economics 31 or equivalents. Text: A History of Socialist Thought, Laidler. Spring quarter 1932 and alternate years thereafter, and some summer terms. Major.

47. The Evolution of Morality.

A study of the nature, conditions, determining factors, and historical types of moral development, emphasizing the emergence of the moral ideal in our modern socio-economic order in the twentieth century. It also examines the typical ethical ideas that have been formulated in man's endeavor to think and express clearly what is good and right, such as the "hedonistic," the "utilitarian," the "idealistic," conceptions.

Prerequisite: Good courses in history, social sciences, and literature. Text: Ethics, Dewey and Tufts. Spring quarter or even-numbered years to alternate with Course 48. Major.

48. Social Ethics.

A study of ideals of the twentieth century; the typical conditions and most pressing ethico-moral problems arising out of the various human relations in the present social order; some of the particular topics are the ethics of leading vocations, capitalism, laborism, etc.

Prerequisite: see Course 47. Text: Introduction to Social Ethics, Mecklin. Current discussions and literature on ethico-moral problems are drawn upon extensively. Spring quarter of odd-numbered years. Major.

38. Social Psychology.

A study of the origin and development of personality as the result of intersocial stimulation. Concrete cases are analyzed to discover the underlying principles and the social forces operative in individual and collective behavior.

Texts: Fundamentals of Social Psychology, Bogardus; Personality and Social Adjustment, Groves. Fall, winter, spring quarters and summer terms. Major.

49. Social Behavior, Advanced Social Psychology.

A study of human behavior from the group standpoint; of the physiological and psychological roots of social behavior in the individual; of the psycho-social processes and culture patterns which are the result of human interrelationships; of personality as it evolves under various social situations.

Prerequisite: Sociology 31 or Social Psychology 38. Text: Source Book for Social Psychology, Kimball Young. Winter quarter and summer terms. Major.

CANDIDATES FOR DIPLOMAS AND DEGREES

1931

CANDIDATES FOR THE DEGREE

Name	Curriculum	County	City
Abell, Theodore Lee.....K	Sangamon	Salisbury	
Adams, Esther Lucile.....K	McLean	Normal	
Adams, Winston Frye.....K	McLean	Normal	
Ahlenius, Ruth Evelynnette.....K	McLean	Bloomington	
Aiello, John Charles.....K	Peoria	Peoria	
Alexander, Nellie Mason.....K	Peoria	Peoria	
Allen, Mary Louise.....H	McLean	Bloomington	
Anderson, Millard Orvin.....K	Ford	Elliott	
Arbogast, Dorothy Wilhamene.....K	McLean	Normal	
Armbruster, Arthur Anthony.....K	McLean	Bloomington	
Arnold, Joseph .....K	Peoria	Peoria	
Ashbrook, Waverley Alvin.....K	Moultrie	Sullivan	
Ashbrook, William Donald.....E	Moultrie	Sullivan	
Babbs, Mary Irene.....K	Coles	Fair Grange	
Bailey, Frances Esther.....K	Stark	Wyoming	
Baird, Lilian Bernice.....K	Kane	Aurora	
Baker, Herbert Hadley.....E	McLean	Shirley	
Baldwin, Harry Earl.....K	Vermilion	Catlin	
Barber, Frederic Delos.....K	McLean	Normal	
Barnes, Eugene Paul.....K	Lake	Highland Park	
Blatt, Luther G.....K	Will	Elwood	
Brooks, Elma Mary.....K	Peoria	Hanna City	
Brown, Grace Eleonora.....K	McLean	Normal	
Butler, Levi Martin.....K	Putnam	Putnam	
Campbell, Josie Eleanor.....L	Jersey	Jerseyville	
Carlson, Esther Duella.....K	Ford	Paxton	
Carter, Harry Darr.....K	DeWitt	Tabor	
Chambers, Margaret Ann.....H	Champaign	Sadorus	
Clark, Horace H.....K	Peoria	Chillicothe	
Collins, Beulah LeAnne.....K	Macon	Blue Mound	
Collins, Maud Mariella.....H	LaSalle	Marseilles	
Concklin, Dorothea Gwendolyn.....K	McLean	Bloomington	
Conger, Aaron Harold.....K	McLean	Cooksville	
Covey, James Edward.....K	McLean	LeRoy	
Cox, Gladys Imogene.....H	Peoria	Princeville	
Craig, Wilbar Alexander.....K	McLean	McLean	
Dawson, Josephine Louise.....K	McLean	Bloomington	
DeAtley, Glenn Oral.....K	Madison	Wood River	
Dickey, Ansel Wayne.....K	Logan	Lincoln	
Dolin, Elsie Catterlin.....H	McLean	Bloomington	
Fristoe, Dewey Franklin.....K	Fayette	St. Elmo	
Fulton, Iris Alwillah.....K	McLean	Heyworth	
Gibson, Kathryn Gleason.....K	Douglas	Arcola	
Glasgow, Arthur .....K	McLean	Normal	
Graham, Edward Gordon.....K	Iroquois	Stockland	
Gregory, Carl Russell.....K	Shelby	Moweaqua	
Griffin, Isaac A.....M	McLean	Bloomington	
Grodeon, Elmer Arthur.....K	St. Clair	Marissa	
Harsha, Leona Leslie.....K	Henry	Orion	
Heldt, Edward Carl.....M	McLean	Stanford	
Hill, Arthur Albert.....K	Macon	Decatur	
Holt, Everett E. ....K	Iroquois	Milford	
Jewell, Loucille Mayme.....L	Sangamon	Springfield	
Johnson, Homer Leslie.....M	Pike	Rockport	

Name	Curriculum	County	City
Kaiser, Clyde Charles.....K	Stephenson		Freeport
Karr, Marjorie Phyllis.....K	McLean		Bloomington
Kaye, Albert S.....K	McLean		Bloomington
Keller, Wilhelmina.....L	Madison		Collinsville
Kendall, Kenton A.....K	Montgomery		Harvel
Kilduff, Mary Dorrell.....K	Macoupin		Staunton
Kincaid, Edith Jeanette.....K	Menard		Athens
Kohler, Hallie Louise.....L	McLean		Normal
Kohler, Myra LaVida.....L	McLean		Normal
Lechner, Rollo George.....K	LaSalle		Lostant
Lee, Harriet.....K	Iroquois		Watseka
Leslie, Ruby.....K	Will		Joliet
Litherland, Raymond Exel.....K	Wabash		Allendale
Logan, Roy John.....K	Greene		Carrollton
Loughin, Leonora Elizabeth.....K	Henry		Geneseo
McColley, Walter Scott.....K	McLean		Normal
McFadden, Louis H.....K	Macon		Decatur
Markland, Ethel Romeyn.....H	McLean		Chenoa
Marshall, Dorothy Elizabeth.....K	Vermilion		Hoopeston
Martin, Charles Herman.....K	Moultrie		Sullivan
Miller, Clarence A.....K	Logan		Atlanta
Moore, Byron Russell.....K	Tazewell		E. Peoria
Morse, Finley Breese.....K	Champaign		Gifford
Mulera, Ray P.....K	Grundy		Kinsman
Needles, Paul Reed.....K			Findlay (Ohio)
Nichols, Elzie George.....K	Macon		Decatur
Nichols, Everette Cassell.....K	Vermilion		Oakwood
Niehus, Walter George.....K	McLean		Bloomington
Norsworthy, Paul Gilkison.....K	Wabash		Mt. Carmel
Parrill, Irwin H.....K	Marion		Kinmundy
Pierson, Constance.....K	Effingham		Altamont
Potter, Janet.....H	Vermilion		Danville
Pulsipher, Lois Chilson.....K	Livingston		Weston
Pyatt, Roy.....K	Fayette		St. Elmo
Ramseyer, Alma Lucile.....K	McLean		Normal
Rasmussen, Rosie J.....K	Ford		Gibson City
Reynolds, H. Atwood.....K	Kendall		Plano
Roller, Ernest Bicknell.....K	Douglas		Newman
Ruppel, Katherine Elizabeth.....K	Livingston		Chatsworth
Ryan, Everette M.....K	DeWitt		Wapella
Sartain, Bruce Wayne.....K	McLean		LeRoy
Schaefer, Edwin Louis.....K	McLean		Bloomington
Seeley, Vivian Leone.....K	Henry		Kewanee
Seybold, Gladys Angeline.....K	Shelby		Moweaqua
Seybold, Harley J.....K	Shelby		Moweaqua
Sharp, Mary Lucile.....K	McLean		Danvers
Spalding, Ross Edward.....K			Cleveland, (Ohio)
Stevens, Ida Miller.....K	McLean		Normal
Stewart, Bradford.....K	McLean		Normal
Stoner, Lucille Vivian.....K	Carroll		Shannon
Stubblefield, Ida Loring.....K	Macon		Decatur
Swanson, Virginia Mae.....K	McLean		Bloomington
Syrle, Clarabelle.....K	Pike		Griggsville
Thomas, Vera Jean.....K	Brown		Mt. Sterling
Thomassen, Verna Mae.....K	McLean		Bloomington
Thomson, Annabelle.....K	Logan		Atlanta
Toohill, Norine Agnes.....K	McLean		Bloomington
Van Eman, Robert.....E	Menard		Petersburg
Walters, Carol Murray.....K	Knox		Knoxville
Warlow, Dorothy Faye.....K	McLean		Normal

Name	Curriculum	County	City
Weber, Ralph Edward.....E	McLean		Bloomington
Welsh, Mrs. Katherine Hawthorne....K	Putnam		Granville
Welsh, Margaret .....L	Livingston		Pontiac
Wiggle, Esther Elizabeth.....K	McLean		Normal
Wilkey, Anna Larkin.....K	Peoria		Glasford
Wilson, Ruth Milner.....K	McLean		Normal
Wood, Gladys Ellen.....K	Livingston		Dwight
Woodruff, Edna Madaline.....K	Hamilton		McLeansboro
Yeck, Lyle Augustus.....K	LaSalle		Streator
Yerkes, Warren A.....K	Montgomery		Witt

CANDIDATES FOR THE DIPLOMA

Abell, Novel Curtis.....K	DeWitt	Wapella
Adams, Alice Louise.....K	LaSalle	Marseilles
Allison, Opal Victoria.....B	Logan	Latham
Alred, Mary Blanche.....J	Greene	Carrollton
Anderson, Grace E.....J	Bureau	Tiskilwa
Applegate, Mildred Frances.....B	Pike	Nebo
Arends, Esther Theodora.....B	Ford	Melvin
Arnold, Esther Elmira.....C	McLean	Bloomington
Askvig, Verdelle Marie.....J	Ogle	Rochelle
Aspinwall, Winifred Leona.....B	Stephenson	Freeport
Atkinson, Samuel Norman.....I	Morgan	Woodson
Atterbury, Martha Josephine.....C	Tazewell	Tremont
Aubry, Frances Evelyn.....B	LaSalle	Utica
Azbell, William .....K	Mason	Manito
Baird, Betty Jane.....O	McLean	Normal
Baird, Mae Belle.....B	Tazewell	Pekin
Baird, Robert Ellis.....K	Henry	Kewanee
Baldwin, Leo Ivan.....E	Vermilion	Catlin
Barclay, Robert William.....E	Sangamon	Argenta
Barger, Thomas Morse, Jr.....K	McLean	Normal
Bartholomew, Homer Fletcher.....K	Sangamon	Chatham
Barts, Valeria Alice.....K	St. Clair	Freeburg
Bear, Virginia Mae.....B	Iroquois	Sheldon
Beckman, Hilda Margaret.....K	Monroe	Columbia
Beckwith, Dorothy Frances.....B	Marshall	Toluca
Benjamin, Esther Harriet.....K	McLean	Bloomington
Berutti, Amelia Dorothy.....B	Macoupin	Benld
Beutien, Katherine Elaine.. ....A	Will	Peotone
Bialescki, Wilhelmina .....J	Champaign	Sadorus
Bibb, Edna Vivian .....A	Marion	Centralia
Bills, Florence Louise.....K	LaSalle	Streator
Bishop, Alice Marie.....F	McLean	Heyworth
Black, Ella Lavina.....J	Greene	Carrollton
Blackman, Emma Smith.....K		Joplin, (Mo.)
Blake, Ella Blanche.....B	Livingston	Cornell
Blinn, Opal Craig.....B	Vermilion	Danville
Bloom, Marguerite C.....F	Cook	Chicago
Blue, Mary Jennie.....B	DeWitt	Clinton
Booth, Charlotte Aline.....B	Madison	Granite City
Bowman, Ruth Lillian.....J	Stark	Toulon
Boyer, Marian Frances.....A	Kankakee	Reddick
Brannon, Bessie Louise.....C	Livingston	Pontiac
Braun, Morris Alexander.....J	Woodford	Washburn
Brenneman, Gertrude .....K	Tazewell	Hopedale
Broitzman, Izetta Lucile.....J	Winnebago	Rockford
Brown, Everett R.....E	Tazewell	Armington

Name	Curriculum	County	City
Brown, Irene Helen.....	B	McLean	Chenoa
Bruner, Mary Jane.....	A	Livingston	Kempton
Bruno, Jessie Ann.....	J	Grundy	Coal City
Bryan, Cleora Frances.....	B	Stark	Wyoming
Buchholz, Ethel Lee.....	K	McLean	Bloomington
Burch, Charlie	A	Cook	Chicago
Burke, Eva Anna.....	A	Knox	St. Augustine
Burke, Mary Frances.....	F	Champaign	Champaign
Burkhart, E. Don.....	K	Vermilion	Potomac
Burroughs, Ruth B.....	J	Vermilion	Catlin
Bush, Dorothy Cecil.....	J	Vermilion	Danville
Bushell, Grace Adela.....	K	Piatt	Atwood
Butler, Dorothy Elizabeth.....	K	Livingston	Long Point
Cain, George Earl.....	K	Sangamon	Loami
Carver, Ruby Melissa Quintella.....	A	McLean	Normal
Chaney, Anna Lucille.....	A	Christian	Pana
Chant, Lois Averil.....	K		St. Louis, (Mo.)
Chapman, Judy	B	Greene	Carrollton
Chase, Opal	H	Wayne	Belle Rive
Chesebro, Ruby Maude.....	K	Livingston	Pontiac
Cluver, Esther Mae.....	K	Iroquois	Cissna Park
Coale, Bernadine R.....	J	White	Carmi
Corey, Anna Iona.....	J	Bureau	Princeton
Corneille, Sadie Wabel.....	K	Bureau	Zearing
Cornwell, Elizabeth Eleanor.....	C	Kankakee	Kankakee
Craggs, Elizabeth Jane.....	B	Christian	Taylorville
Cunningham, Chrissie M.....	B	McLean	Normal
Curry, Fern Gabriella.....	A	Whiteside	Prophetstown
Dahler, Yvonne Evelyn.....	J	Montgomery	Ohlman
Daily, Martha Ann.....	A	Cook	Chicago
Daily, Mary Genevieve.....	A	Cook	Chicago
Dalton, Opal Given.....	K	McLean	Bloomington
Daughterity, Alice Marian.....	K	LaSalle	Streator
Davies, Ruth Evelyn.....	B	LaSalle	Streator
Dawson, Olive	B	Bureau	Princeton
Degitz, Frieda Teressa.....	A	Schulyer	Rushville
Dennis, Margaret Louise.....	C	Morgan	Waverly
Denzer, Marion Barbara.....	G	McLean	Bloomington
Dickson, Eunice Verdine.....	K	Douglas	Arthur
Dillon, Roy Richard.....	K	Stark	Toulon
Distler, Clarence	J	St. Clair	O'Fallon
Ditto, Gladys Maurine.....	F	Warren	Monmouth
Divilbiss, Vernele	B	McLean	Normal
Dixon, Mary Ella.....	C	Lake	Gurnee
Dodd, Leona M.....	B	Ford	Loda
Doll, Amelia Elizabeth.....	J	Bureau	Princeton
Donaldson, James Leroy.....	D	McLean	Normal
Donovan, Herbert	G-E	McLean	Heyworth
Drum, Gerald Newland.....	G-E	Moultrie	Lovington
Ducey, Elizabeth Marcia.....	B	Champaign	Homer
Durham, Dorothy	B	Kankakee	Momence
Dyer, Mildred Avynel.....	N	Iroquois	Woodland
Dysart, Helen Elizabeth.....	A	Kendall	Oswego
Eades, Velma Helen.....	K	Menard	Petersburg
Eaton, Marjorie	F	Tazewell	Mackinaw
Eaton, Mildred Lucille.....	C	Henry	Cambridge
Ekstrand, Margaret Lorena.....	A	Peoria	Elmwood
Elliott, Erma Aldean.....	B	Livingston	Fairbury
English, Florence Madelyn.....	B	Grundy	S. Wilmington
Enlow, Mathilde Elizabeth.....	A	Sangamon	Springfield

Name	Curriculum	County	City
Entsminger, Verna Renee.....K	McLean		Normal
Evans, Vera Olive.....D	Sangamon		Springfield
Farney, Patrick William.....K	Shelby		Moweaqua
Finley, Wilha .....K	McLean		Hudson
Fitzpatrick, Eva Viola.....A	Ford		Guthrie
Flockhart, Jean Louise.....K	LaSalle		Streator
Ford, Dorothy Helen.....A	McLean		Normal
Ford, Phyllis Elizabeth.....A	Henry		Geneseo
Foster, Mary McKay.....N	Marion		Centralia
Fox, Vernon R.....D	Ford		Gibson City
Frederick, Lorraine Henrietta.....C	Sangamon		Springfield
Frey, Mary Kathryn.....B	LaSalle		Mendota
Friedman, Bertha .....B	LaSalle		Streator
Fuller, Ruth Mae.....K	Stark		Toulon
Gehlbach, Lorene B.....B	Logan		Lincoln
Gentry, Mioma Gertrude.....J	DeWitt		Clinton
Gerig, Sylvia Katherine.....N	Livingston		Flanagan
Gibson, Bertha Louise.....B	Champaign		Urbana
Gibson, Sybley .....L	Will		Lockport
Glafka, Vera Henrietta.....B	Whiteside		Sterling
Goin, Gladys .....D	St. Clair		E. St. Louis
Good, Virginia Eda.....F	Macon		Decatur
Gotthardt, Evelyn Marie.....B	Henry		Geneseo
Grant, Vernon Steve.....J	Moultrie		Arthur
Graves, Verna Elizabeth.....J	Stark		Wyoming
Gray, Evelyn .....K	Lawrence		Sumner
Gray, Georgia Laverne.....A	Lawrence		Sumner
Green, Glenna Katherine.....B	Scott		Winchester
Green, Naomi Sarah.....K	Tazewell		Tremont
Greene, Irene Zelda.....B	Douglas		Villa Grove
Greer, John Arthur.....K	Fayette		Vandalia
Groeziinger, Elsie Charlotte.....B	JoDaviess		Mossbach
Grush, Izetta Vi Lena.....A	Livingston		Dwight
Haag, LaVern Floyd.....E	Livingston		Cullom
Hagerup, Dorothy Sigrid.....A	Cook		Maywood
Hall, Maryo Pheobe.....C	Kane		Aurora
Haning, Viola Charlotte.....B	McLean		Stanford
Harris, Mary Edith.....K	Winnebago		Seward
Hasenyager, Berneil Maxine.....A	Bureau		Walnut
Hawkins, Mae Ryan.....A	Macon		Decatur
Hayden, Loretta Elizabeth.....K	Will		Wilmington
Hazner, Dorothy Marie.....J	Madison		Madison
Hebenstreit, Mary Agnes.....B	Christian		Stonington
Helm, Paul Steinway.....K	Greene		Roodhouse
Henderson, Fern Irene.....B	Tazewell		Hopedale
Henning, Grace Bonita.....K	Putnam		Hennepin
Hill, Arthur Albert.....A	Macon		Decatur
Hills, Maxine Henrietta.....N	Livingston		Cullom
Hoebet, Evelyn Marie.....A	Kankakee		Grant Park
Hoffman, Evelyn Elizabeth.....K	Grundy		Dwight
Hoke, Ellison Harvey.....K	Livingston		Odell
Holch, J. Elizabeth.....H	Iroquois		Gilman
Holly, Edna B.....B	Putnam		Granville
Hoos, Adah Helen.....A	Pike		Pittsfield
Horner, Ruth Anna.....N	Ford		Paxton
Householder, Florence Mae.....C	Livingston		Fairbury
Houston, Henrietta .....G	Fayette		Vandalia
Hubbell, Calvin Glenn.....K	Vermilion		Rankin
Huber, Mary Alline.....A			LaCrosse (Kans.)
Hughes, Ethel Dora.....N	Morgan		Waverly

Name	Curriculum	County	City
Hutchins, Alice Naomi.....	C	McLean	Bloomington
Irion, Florence L.....	H	Whiteside	Morrison
Jeffries, Harriet Rowe.....	D	Livingston	Dwight
Jessop, Ruth Anita.....	G	St. Clair	Lebanon
Johnson, Elinor Virginia.....	K	McLean	Normal
Johnson, Lucille Margaret.....	K	Livingston	Odell
Jones, Betty Harrison.....	A	St. Clair	E. St. Louis
Jones, Laura Jeanette.....	K	St. Clair	E. St. Louis
Jones, Laure Evelyn.....	K	Cook	Chicago
Kaiser, Luella Belle.....	C	Champaign	Homer
Karr, Ila Frances.....	A	McLean	Bloomington
Kaveney, Anna Louise.....	D	Montgomery	Litchfield
Keen, Elizabeth Annie May.....	A	Madison	Alton
Kibler, Alice	B	Iroquois	Cissna Park
Kilmer, Merle Ella.....	B	Grundy	Morris
Kimes, Helen Frances.....	G	LaSalle	Streator
Kimler, Hester Marcella.....	K	McLean	LeRoy
King, Helen Ruth.....	B	Sangamon	New Berlin
Kirkpatrick, Blanche	N	McLean	Bloomington
Klein, Ruth Margaret.....	A	McLean	Bloomington
Kloess, Pearl Marie.....	J	St. Clair	Freeburg
Koehler, Freeman A.....	I	Edwards	West Salem
Kohl, Emma Mary.....	D	St. Clair	Belleville
Kukuck, Edna Dorothy.....	A	Kankakee	Kankakee
Kuntz, Mildred Ruth.....	A	Livingston	Strawn
Kurth, Mildred Elizabeth.....	K	Logan	Atlanta
Kuster, Mildred Johannah.....	B	Bureau	Neponset
LaMaster, Doris.....	G	Adams	Mendon
Lander, Elsie Margaret.....	B	McLean	Danvers
Lantz, Evelyn Maxine.....	K	Shelby	Shelbyville
Larson, May Belle B.....	B	Cook	Maywood
Latham, Winona	B	Tazewell	Pekin
Lay, Billie	A	St. Clair	E. St. Louis
Leable, Dorothy Magdalyn	N	Lake	Wadsworth
Leach, La Vene Virginia.....	A	Logan	Atlanta
Lee, Mary Ruth.....	N	McLean	McLean
Leenerman, Gladys Elizabeth.....	B	Ford	Sibley
Lehman, Mabel Lucile.....	K	Livingston	Pontiac
Lepere, Cornelia Cora.....	K	St. Clair	E. Carondelet
Lewis, Anna Mildred.....	B	Champaign	St. Joseph
Lichtenwalter, Bessie Fern.....	K	Shelby	Westervelt
Light, Mary Helen.....	C	Kendall	Oswego
Little, Helen Gertrude.....	K	Logan	Latham
Litwiller, Arthur J.....	K	Tazewell	Hopedale
Long, Dorothy Charlotte.....	C	Lee	Amboy
Long, Honora	B	Will	Symerton
Longworth, Courtney Carlon.....	K	McLean	McLean
Louderback, Clarence Leroy.....	K	Livingston	Pontiac
McBride, Lavonia Alice.....	D	Tazewell	Hopedale
McCammon, Earle Elbert.....	G-E	Menard	Greenview
McClure, Josephine Permelia.....	F	McLean	Normal
McDermott, Eva Gwynneth.....	K	McLean	Stanford
McGovern, Rita Teresa.....	D	Kankakee	Bradley
McIntire, Mary Etta.....	K	Macon	Decatur
McKee, Genevieve Elizabeth.....	K	Madison	Edwardsville
McMillan, Olive Eloise.....	C	Henderson	Stronghurst
McQuilkin, Virginia Smith.....	B	St. Clair	E. St. Louis
McReynolds, Florence E.....	K	Moultrie	Bethany
Malano, Minnie	N	Madison	Collinsville
Maloney, Pearl Lucille.....	C	St. Clair	Belleville

Name	Curriculum	County	City
Mann, Josephine Elizabeth.....	G	Vermilion	Hoopeston
March, Glenda Catharine.....	C	Greene	Carrollton
Mayberry, Marie	B	Madison	Collinsville
Meece, Janice Auril.....	A	McLean	Bloomington
Meredith, Maude	B	Sangamon	Springfield
Michael, Mary Ellen.....	A	Vermilion	Fithian
Montgomery, Dorothy	C	Kane	Aurora
Moore, Eleanor Monica.....	N	McLean	Bloomington
Moss, Hazel Louise.....	D	St. Clair	E. St. Louis
Mulligan, Margaret Priscilla.....	K	LaSalle	Streator
Munson, Effie M.....	A	McLean	Bloomington
Nelson, Hanna Helen.....	C	Rock Island	Moline
Nelson, Marian Carolyn.....	G	Kane	Batavia
Nelson, Wayne Ernest.....	K	Iroquois	Donovan
Neptun, Annchen Hattie.....	C	Peoria	Peoria
Noe, Isabelle	N	Champaign	Urbana
Nordman, Dorothy Elaine.....	A	Peoria	Peoria
Norvell, Helen Lucille.....	A	Montgomery	Litchfield
O'Connell, Ercel Vera.....	B	Vermilion	Danville
Oesterle, Marjorie Jeannette.....	A	Livingston	Reddick
O'Neal, Florence Marie.....	K	Macoupin	Staunton
O'Neal, Sarah Cornelia.....	A	Menard	Tallula
Paden, Martha June	C	Bureau	Princeton
Pahaly, Doris Leigh.....	A	Kendall	Oswego
Pannwitt, Alice May.....	J	Montgomery	Nokomis
Parish, Mary Lucile.....	B	Henderson	Stronghurst
Parker, Harold Edward.....	K	Shelby	Moweaqua
Paul, Charlene E.....	K	Christian	Pana
Pearson, Dorothy Mayoie.....	K	Cook	Chicago
Pearson, Lemoise	A	McLean	Bloomington
Persons, Myrtle May.....	A	DeWitt	Clinton
Petitclair, Marie L.....	G	Lake	Waukegan
Phillips, Lucille B.....	J	Ogle	Holcomb
Pitts, Henry LaRue.....	K	McLean	McLean
Pottorff, Velma Harriet.....	N	Sangamon	Springfield
Pratt, H. Edmond.....	K	Iroquois	Watseka
Puett, Velma Jean.....	B	McLean	Colfax
Purnell, Louise Geraldine.....	D	Champaign	Mahomet
Pyatt, Roy	M	Putnam	Granville
Quick, Fannie Victoria.....	A	Hancock	Warsaw
Race, Vesta Elizabeth.....	K	Sangamon	Springfield
Raffety, Almeda Lorene.....	C	Greene	Greenfield
Raikes, Roberta Frances.....	A	Menard	Tallula
Ramseyer, Alma Lucille.....	K	McLean	Normal
Randolph, Hazel F.....	C	Fulton	Canton
Reed, Leila Mildred.....	B	Shelby	Shelbyville
Reid, Ailene Roberta.....	C	Macoupin	Palmyra
Reitz, Alma Ferne.....	N	Ford	Melvin
Reynolds, Dorothea Wardell.....	K	McLean	Normal
Reynolds, Marie Virgie.....	A	LaSalle	Streator
Rice, Eva May.....	A	McLean	LeRoy
Richardson, Ella	K	St. Clair	E. St. Louis
Rippey, Mary Aileen.....	B	LaSalle	Ottawa
Ritchie, Bessie Faye.....	N	McLean	Colfax
Robaska, Phil Frank.....	A	Kankakee	Sollitt
Robinson, Alice	A	Cook	Chicago
Robinson, Sara E.....	A	Woodford	Washburn
Rogers, Lulu Pauline.....	N	Macon	Latham
Rolf, Freda Estell.....	B	McLean	Chenoa
Rollins, Ann Elaine.....	B	Bureau	Buda

Name	Curriculum	County	City
Root, Mary Nancy.....	B	Livingston	Pontiac
Rose, Lucinda Edna.....	A	Shelby	Windsor
Roth, Fern Bradley.....	D	Livingston	Fairbury
Roth, Lloyd Ernest.....	L	McLean	Colfax
Rothgeb, Mildred Lucile.....	K	Iroquois	Milford
Ruhman, Adele L. C.....	C	St. Clair	Belleville
St. John, Seth Talbot.....	K	Livingston	Manville
Sampen, Elizabeth Gertrude.....	B	Logan	Emden
Sancken, Stella Mae.....	K	Livingston	Emington
Sandham, Ortha Belle.....	J	McLean	Chenoa
Satterfield, Juanita Marie.....	J	McLean	Hudson
Schafer, Claudina.....	B	Logan	Lincoln
Scharfenberg, Grace Tina.....	B	McLean	Bloomington
Schertz, Imo Fern.....	B	Woodford	Panola
Scheu, Harold William.....	E	Douglas	Tuscola
Schmidt, Iota Elizabeth.....	G	Madison	Alton
Schnellbacher, Marie Josephine.....	B	Tazewell	Mackinaw
Scholl, Charlotte Marie.....	J	McLean	Colfax
Schopp, Frances Rita.....	B	Livingston	Odell
Schuetz, Margaret Mary.....	H	LaSalle	LaSalle
Schum, Clara Caroline.....	B	Sangamon	Springfield
Scott, Margaret Helen.....	J	Greene	Carrollton
Seibert, Virginia Linda Hilda.....	D	St. Clair	Belleville
Shapespeare, Lois Ruth.....	H	McLean	Normal
Shear, Asay Howard.....	E	Iroquois	Thawville
Shelton, Jake R.....	I	Pike	Pleasant Hill
Shepherd, Claudine Louise.....	G	Livingston	Pontiac
Shimmin, Ferne.....	B	Kankakee	Reddick
Shimmin, Velma Irene.....	B	Kankakee	Reddick
Sickafus, Ferne Olive.....	K	Moultrie	Sullivan
Simmons, Rose Carolyne.....	G	St. Clair	E. St. Louis
Sister M. Walter Conway.....	K	Winnebago	Rockford
Sister M. Meleta Daley.....	B	Peoria	Peoria
Sister M. Remberta Ford.....	F	McLean	Bloomington
Sister M. Charatina Hughes.....	A	Stephenson	Freeport
Sister M. Vincentina Murray.....	A	Jo Daviess	Galena
Sister Mary Hugh Ryan.....	B	Will	Joliet
Sister M. Geraldine Usher.....	B	Winnebago	Rockford
Sites, Mary Violet.....	B	Iroquois	Rankin
Skelton, Dorothy Evelyn.....	J	Marshall	Toluca
Skinner, Ferne Irene.....	J	Livingston	Fairbury
Smith, Cornelia Annette.....	K	Cook	LaGrange
Smith, Henry Holmes.....	F	McLean	Bloomington
Smith, Verdie C.....	K	Pike	Pleasant Hill
Snook, Dorothy Madeline.....	A	Logan	Atlanta
Speers, Grace F.....	J	Livingston	Odell
Springer, Helen Kathryn.....	K	McLean	Danvers
Stables, James.....	G-E	Moultrie	Bethany
Stahl, Josephine Augusta.....	A	Jersey	Jerseyville
Stamm, Mildred Florence.....	N	Stephenson	McConnell
Stark, Wilbert Harold.....	K	Pike	Nebo
Stecher, Bernice Ward.....	J	Iroquois	Gilman
Stewart, Alice Mae.....	B	Livingston	Streator
Stillman, Dorothy Emma.....	K	Tazewell	Delavan
Stivers, Ruth.....	K	DeWitt	Clinton
Stockwill, Inez Marue.....	B	Champaign	Urbana
Stogdill, Ferne V.....	K	LaSalle	Streator
Stoltz, Helen Marcella.....	J	Lawrence	Sumner
Stoneham, Grace Ethel.....	G	Madison	Wood River
Stoner, Faith Evelyn.....	C	Carroll	Milledgeville

Name	Curriculum	County	City
Striegel, Louis E.....	G-E	Kankakee	St. Anne
Stuber, Eunice Lucille.....	A	Tazewell	Tremont
Stuller, Viola Elizabeth.....	C	Brown	Versailles
Swayne, Margaret Mae.....	B	Pulaski	Mound City
Syfert, Blanche.....	K	Macon	Decatur
Tallyn, William Edwin.....	K	Marshall	Wenona
Taylor, Marjorie Elizabeth.....	C	St. Clair	E. St. Louis
Teeter, Mary Louise.....	J	Stark	Wyoming
Tegtmeier, Edna Bertha.....	A	St. Clair	Millstadt
Temple, Marian Ruth.....	B	McLean	Normal
Temple, Myron Cleo.....	K	Tazewell	Hopedale
Thomassen, Dorothy.....	B	McLean	Bloomington
Thompson, Mildred Belle.....	L	Vermilion	Danville
Thornton, Elgin Maynard.....	E	Champaign	Sadorus
Tunks, Olyve Lucile.....	B	Marion	Centralia
Turner, Grace Amelia.....	B	Livingston	Odell
Tyler, Eloise Ellen.....	A	Vermilion	Danville
Vahle, Velma Theda.....	B	Jersey	Jerseyville
Van Dettum, Mabel Josephine.....	G	Peoria	Mapleton
Vann, Bertha B.....	B	Montgomery	Litchfield
Van Voorst, Mary Emily.....	A	Kankakee	Union Hill
Volz, Helen Sabina.....	D	Woodford	Metamora
Walker, Olive Amanda.....	C	Scott	Bluffs
Walker, Ruby May.....	C	Macon	Decatur
Wallace, Hazel Marguerite.....	J	McLean	Normal
Wallace, Jean Joanne.....	A	Lee	Dixon
Walrich, Jesse Benjamin.....	K	Cook	Worth
Walsh, Juel Elizabeth.....	B	LaSalle	Streator
Walston, Rolla John.....	K	Champaign	Penfield
Walton, Joyce Valinda.....	K	St. Clair	E. St. Louis
Warrick, Edna Mabel.....	B	McLean	Bloomington
Washburn, Eleanor Margaret.....	C	Ogle	Stillman Valley
Waterbury, Anna Margaret.....	A	Ogle	Polo
Watters, Mary Maude.....	K	McLean	LeRoy
Webb, Ruth Dorothy.....	B	Franklin	Ewing
Weber, Esther Elizabeth.....	J	Christian	Pana
Weckesser, Myrtle Elizabeth.....	A	Whiteside	Sterling
Werner, Amelia Katherine.....	J	Bureau	Princeton
Whitaker, Lois Elizabeth.....	C	Iroquois	Gilman
Whitney, Gladys Elnora.....	D	Winnebago	Seward
Whitton, Dorothy.....	N	Marshall	LaRose
Wilcockson, George William.....	K	Christian	Taylorville
Wilcox, Clifford Goodson.....	K		Lima Center (Wis.)
Willard, Wilma Ruby.....	J	McLean	Normal
Williams, Marie Louisa.....	A	Macoupin	Alton
Wilson, Helen Elizabeth.....	J	DeWitt	Farmer City
Wilson, Maragret Viola.....	J	McLean	Normal
Winchell, Dorothy Helen.....	C	Kane	Aurora
Wood, Harold Crossland.....	K	Macoupin	Medora
Wright, Helen Jeanette.....	B	Rock Island	Rock Island
Yenerich, Mary Adeline.....	K	Lee	Pawpaw
Young, Marian L.....	B	Alexander	Cairo
Youngberg, Dorothy Bernice.....	K	Madison	Alton
Ziegler, Verna Kathryn.....	K	Tazewell	Pekin
Zimmerman, Edna Malinda.....	N	Livingston	Flanagan
Zimmerman, Marguerite Louise.....	A	Sangamon	Springfield

SUMMARY OF ATTENDANCE

TWELVE MONTHS ENDING JUNE 11, 1931

I. Enrollment by Curricula, Fall, Winter and Spring Quarters.

Curriculum	Freshmen	Sophomores	Juniors	Seniors	Total
A	96	48	...	...	144
B	115	68	...	...	183
C	61	39	...	...	100
D	19	16	...	...	35
E	20	14	6	8	48
F	11	13	...	...	24
GW	22	19	4	...	45
GM	42	9	2	...	53
H	27	17	11	8	63
I	15	9	1	...	25
J	125	63	10	...	198
K	190	129	81	106	506
KS	10	5	2	1	18
L	1	1	11	3	16
M	4	...	1	...	5
N	89	15	104
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	Men	Women	
II. Senior College Graduates—Degrees	63	61	124
Junior College Graduates—Diplomas	56	346	402
III. First Summer Term, 1930	349	1805	2154
Second Summer Term, 1930	226	667	893
Different summer term students, 1930 . . . . .	...	...	2484
Students enrolled only in summer term, 1930 . . . . .	...	...	2309
Mid-Spring Term, 1931 . . . . .	...	...	311
Different resident college students for year . . . . .	...	...	3876
IV. University High School	104	132	236
University Elementary School	224	169	393
Total for the Campus Training School	328	301	629
V. Extension classes, college students	141	599	740
Correspondence study, college students	29	216	245
VI. Cooperating Elementary School at the Illinois			
Soldiers Orphans Home	367	265	632
Cooperating Rural Schools	116	88	204
Total for the Off-Campus Training Schools	483	353	836
VII. TOTAL STUDENTS AND PUPILS IN AT-			
TENDANCE FOR TWELVE MONTH PERIOD . . . . .	...	...	6326

